

THE CATHOLIC EDUCATOR

CONTENTS

EDITORIAL

The Editor Speaks 353

Starring for Christ 355

*By Sister Mary Marciana, S.N.D., St. Ann's School, Horace & Forrest
Sts., Toledo, Ohio.*

Historic Foundations of Catholic Colleges 361

*By Edward J. Power, Ph.D., University of Detroit, 4001 W. McNichols
Rd., Detroit 21, Mich.*

A Reading Lesson with the Diocesan Paper 364

*By Sister Regina Zellhofer, D. C., Holy Childhood School, 402 Pond St.,
Boston 30, Mass.*

Semitic Literary Characteristics in Bible Interpretation . . . 366

By Robert J. Flinn, S.V.D., St. Mary's Mission Seminary, Techny, Ill.

TEACHER TO TEACHER—In Brief

The Child and Hero Legend 368

By Sister M. Celeste, O.P., Dominican College, Racine, Wis.

Meet The J's: Politeness When Calling and in Introductions . 369

*By Sister Marie Angela, I.H.M., St. Francis de Sales H.S., Detroit
38, Mich.*

A Supervisory Inventory 371

*By Sister Josephina, C.S.J., Boston College, School of Education, Chest-
nut Hill 67, Mass.*

BOOK REVIEWS 375

Choosing a CATHOLIC COLLEGE Series

Marygrove College, Detroit, Michigan 374

St. Joseph's College for Women, Brooklyn, New York . . . 378

Annotated List of Selected Books 383

By Laurence A. Leavey, St. Vincent College Library, Latrobe, Penna.

Religion and Apologetics	383	Literature and Arts	390
Philosophy and Conduct of Life	384	Domestic and Social	390
Science and Nature	385	Foreign Scene	394
Biography	385	Fiction	394
History and Travel	388	Juveniles	394

AUDIO-VISUAL EDUCATION

Students Complete Intensive Study of Transportation . . . 396

By Sister Mary Alcuin, O.S.B., St. Joseph's School, Moorehead, Minn.

News of School Supplies and Equipment 346

Index to Advertisers 400

EDITOR

RT. REV. MSGR. PAUL E. CAMPBELL,
A.M., LITT.D., LL.D.

PUBLISHER

JOSEPH F. WAGNER, INC.
53 PARK PLACE, NEW YORK 7

Our Front Cover: Please see page 399 for
captions identifying pictures.

FEBRUARY 1956

VOLUME XXVI, NO. 6

Authors are requested to send the editor
postage and self-addressed envelope for
return of manuscripts not accepted.

THE CATHOLIC EDUCATOR is pub-
lished monthly except July and August
by Joseph F. Wagner, Inc., at 53 Park
Place, New York 7, New York. reentered
as second class matter September 15, 1954,
at the Post Office at New York, under the
Act of March 3, 1879. Additional entry at
Philadelphia, Penna. The subscription price
is \$3.50 per year; two years, \$6.50; three
years, \$9.00; single copies 50 cents. Orders
for less than a half-year will be charged at
the single copy rate. Postage is prepaid by
the publisher in the United States. Postage
is charged extra for Canada and Foreign
Countries. Copyright 1956 by Joseph F.
Wagner, Inc., New York 7.

"Creeping UnAmericanism"

What is happening to the good old fashioned American virtues?

Our great country was founded by, and has prospered under, men who subscribed to the scriptural doctrine. "By the sweat of thy face shalt thou eat bread." That was good scripture when it was written—and it is still sound Americanism today. But unfortunately certain socialistic barkers among our citizens are doing their best to convince us that these old concepts are now outmoded. They are striving to foist upon us the theory that the government owes everybody a living from the cradle to the grave. Share the wealth, subsidize the lazy and inefficient, pay higher wages for fewer hours of work, tax the successful—these are always sure-fire gimmicks for the demagogic, vote-seeking politicians with no real American program.

Still another cult would impose upon our educational system the astounding theory that classroom discipline, as well as the exercise of parental authority, is something for the birds. Free play must be given to every child's right to self-expression. Is it any wonder that juvenile delinquency is sweeping the nation?

We can only look upon these things as creeping unAmericanism. Here at Allen's we are constantly importuned to "cheapen" our fine vesture materials in order to meet the prices of inferior fabrics loomed abroad at sub-standard wages, oftentimes in countries behind the Iron Curtain. The idea of making a product "worse" in order to sell it for less is a practice to which we refuse to subscribe. We have too much respect for God's Holy altars to compromise with the quality of Allen fabrics. To do so would not only be unAmerican—it would be most unChristian!

"Buy American"



Trade Mark Reg.

ALLEN SILK MILLS
Liturgical Fabrics

Charles M. Muench, Executive Director

868 Sixth Avenue, New York 1, N. Y.

IN CANADA: ALLEN SILK MILLS (CANADA) LTD., 752 VICTORIA SQUARE, MONTREAL

VESTMENT FABRICS
DRAPERY FABRICS

BANDINGS
EMBLEMS

**If you are unable to purchase Allen Fabrics
in your community, write us at once.**

Contributors to This Issue

Edward J. Power, Ph.D.

Doctor Power is professor of education at the University of Detroit. He studied at St. John's University, Collegeville, Minn. (B. A.), and at the University of Notre Dame (Ph. D.), history and philosophy of education being his field. Doctor Power has contributed a series of articles on Catholic colleges to the *Records* of the American Catholic Historical Society, and a recent article of his on Brownson was published in the *Homiletic and Pastoral Review*.

Sister Regina Zellhofer, D.C.

Sister Regina wrote her article on a reading lesson when she was teaching at St. Ann's School, Bridgeport, Conn. Sister was educated at Boston College and St. Joseph College, Emmitsburg, Md. Her field of concentration was English. She now teaches in a school which specializes in small classes. Sister has had seventeen years of experience in the elementary grades.

Robert J. Flinn, S.V.D.

Mr. Flinn is now in theology at St. Mary's Mission Seminary, which has a curriculum that "includes courses in education and catechetics." Mr. Flinn is vice president of the St. Paul Mission Unit, Catholic Students Mission Crusade. He has contributed to *The Christian Family* and the *Seminary Bulletin*.

Sister Mary Celeste, O.P.

Sister Celeste, who concludes her three-part article herein, has had a varied experience teaching on the elementary, secondary, and undergraduate levels. She has contributed to the *Britannica Junior* encyclopedia.

Sister Marie Angela, I.H.M.

Sister Marie Angela who is continuing her second series on courtesy is both teacher and librarian. A graduate of Marygrove College and Wayne University (M. A. in Educ.), she has also a certificate in library science. Her teaching experience has been in the grades and high school in various schools of Ohio and Michigan.

Mr. Laurence A. Leavey

Mr. Leavey has charge of the library at St. Vincent's College, Latrobe, Pa. Well known for his activities in the Catholic library field, Mr. Leavey contributes, herein, his second annual selected list of books, the sixth in a series begun in 1951.



AZOGRAPH

the new 2 in 1 duplicator

1.—the new AZOGRAPH duplicating process is the fastest and lowest cost duplicating process with complete cleanliness.

And 2.—the AZOGRAPH duplicator can be used to produce spirit (aniline dye) copies.



A·B·DICK

THE FIRST NAME IN DUPLICATING

A. B. DICK and AZOGRAPH are registered trademarks of A. B. Dick Company

For full information visit your A. B. Dick Company distributor listed under Duplicating Machines in the classified section of the phone book—or mail the coupon below.

A. B. DICK COMPANY

5700 Touhy Avenue—Chicago 31, Illinois

Please send me more information about AZOGRAPH—the new 2 in 1 duplicator.

Name _____ Position _____

School _____

Address _____

City _____ State _____

School Master Projector **FREE**



When you
buy **SVE**
Filmstrips!

The new SVE "filmstrip-projector plans" offer the greatest value in the audio-visual field today. Select a library of SVE filmstrips and receive a current model SVE School Master Projector free of extra cost. You save up to \$84.50!

Call your authorized SVE Audio-Visual Dealer for complete details, or send coupon

SVE Society
For Visual
Education,
Inc.

A Subsidiary of
General Precision
Equipment
Corporation

Society For Visual Education, Inc.
(A BUSINESS CORPORATION)
1345 Diversy Parkway, Chicago 14, Illinois
Gentlemen: Please send your new Catalog
and filmstrip-projector "Package Plan"
information.

☐ Include name of my authorized SVE
Audio-Visual Dealer.

Name _____

School or Church _____

Address _____

City _____ Zone _____ State _____

News of School Supplies and Equipment

Earth Curved Relief Maps

The world is at your fingertips, with lakes, valleys, rivers, oceans, mountains and islands you can touch and feel. Formed in high relief, in tough, washable styrene plastic, "Earth Curved Relief Maps" are shaped to the true curvature of the earth.

Originally developed for blind children, the maps have been tested and approved by the Association for Childhood Education International, and are being used by teachers at every educational level, from primary grades to universities, in geography, history, current events, English literature and language classes. Their authenticity has drawn high praise from eminent geographers and cartographers.



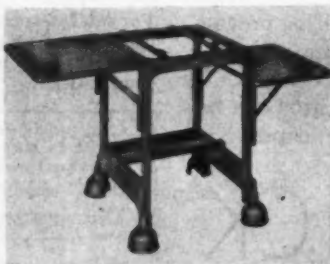
These maps are modelled in tones of ochre, spia and turquoise, measure 23" in diameter and 6" in depth. They weigh 14 ounces and have a flat back, enabling them to be hung as easily as a picture.

SS&E 26

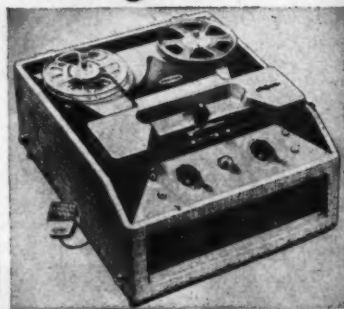
Heavy Duty Office Machine Stands

Tiffany Stand Company has just announced the new 8000 series office machine stands. These completely new heavy duty stands are claimed to be absolutely vibration-free and have features never before available. They meet every requirement in stands for electric typewriters and portable bookkeeping machines.

The stand is compact and occupies a minimum of office or classroom space. The noise-reducing open adjustable cup top accommodates practically all machines.



(Continued on page 348)



\$139.95

Easier than pushing buttons!

Exclusive Monomatic one knob control does everything . . . a flick of your finger selects record or play in either 7½ or 3¼ speeds as well as fast forward or rewind. Up to 3 hours recording on long play tape. Jacks for radio, microphone, extra speaker and amplifier. All the features of much more expensive recorders are yours at this low price.

See the Completely New Pentron Line
\$139.95 to \$395. Write for Details!

PENTRON

167-55

PENTRON CORPORATION

799 South Tripp Ave. Chicago 24, Ill.
Canada: Atlas Radio Ltd. Toronto

*the only time
you touch the
filmstrip is
in threading!*



**NEW TYPE REWIND TAKE-UP — EXCLUSIVE
ACCESSORY FOR SCHOOL MASTER PROJECTORS**

Here is new protection for your filmstrips . . . new convenience for you! Filmstrips are automatically rewound into the original filmstrip can, ready for showing at any time. All you do is replace the lid on the container!

NO SCRATCHES • NO FINGERPRINTS • SAVES TIME

The SVE Rewind Take-Up completely eliminates bothersome hand-winding. But even more important, it prolongs film life, reduces wear and tear on film and prevents fingerprints and smudges caused by frequent handling. Fits any School Master model. Can be easily and quickly attached. Never need be removed.

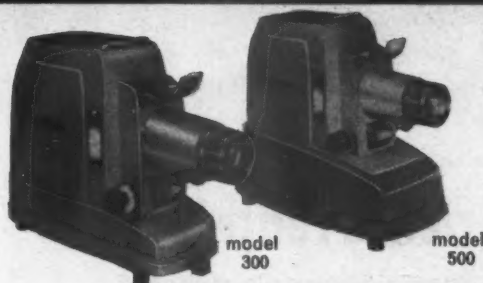
Ready to attach **\$5.95**

Your authorized SVE Audio-Visual Dealer will be glad to show you these SVE products. Call him or mail the coupon.



**SOCIETY FOR
VISUAL EDUCATION, INC.**

A Subsidiary of General Precision Equipment Corporation



SVE SCHOOL MASTER PROJECTORS

Two versatile dual-purpose models. Switch from filmstrips to slides in 7 seconds!

School Master 500, Projector only **\$84.50**
School Master 300, Projector only **\$64.50**

**SCHOOL MASTER REMOTE CONTROL
PROJECTORS**

Permits teacher to advance film from any location in the room. Does not interfere with manual operation.

School Master 300 Remote Control Projector **\$99.50**
School Master 500 Remote Control Projector **\$119.50**

Society For Visual Education, Inc.
(A BUSINESS CORPORATION)

15

1345 Diversey Parkway, Chicago 14, Illinois

Gentlemen: Please send me complete information on the items checked. There is no obligation.

☐ SVE Rewind Take-Up
☐ School Master 300 Projector

☐ School Master 500 Projector
☐ SVE Remote Control Projectors

Name

School or Church

Address

City Zone State

School Supplies and Equipment

(Continued from page 346)

Built-in ease of operation is one of the stand's highlights. A foot pedal operates the caster retracting device, which is completely enclosed. Square, tubular-steel legs with rounded corners on the tubing; heavier castings that cover casters, king-size drop leaves and a square top of one-piece construction are among the many new features. Stands are available in

silvertone gray, walnut brown, dark office green, beigetone and mist green.

SS&E 27

One Pen, Two Inks

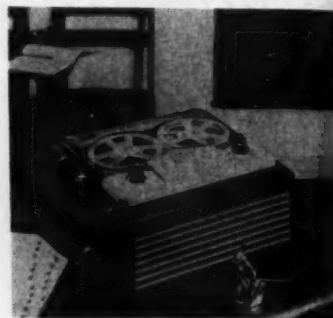
If marking your students' papers with two different colors of ink appeals to you, you will be interested in a new "Duette" convertible pen that writes in two colors of ink—blue or red. Just a finger twist of its dial wheel and it changes ink color. It is retractable and refillable,

using a new non-smear, non-transferable ink. It features an ultra-small ballpoint, and sells for \$1.95.

SS&E 28

Webcor School Tape Recorder

A model of tape recorder developed specially for schools will be marketed by Webster-Chicago Corporation under the name, *Educator*. Many features are claimed for it that make it particularly suitable for teaching purposes.



Distribution will be through audio-visual dealers exclusively. If you wish to know the name of your local NAVA dealer, write to Mr. Don White, National Audio-Visual Association, 2540 Eastwood Ave., Evanston, Illinois.

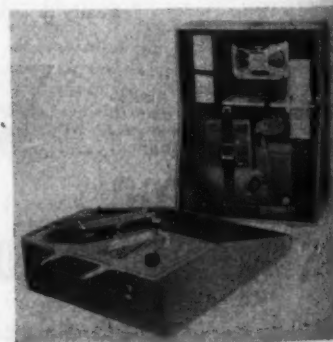
Simultaneously with the introduction of the new tape recorder, Webcor has issued an illustrated, 16-page brochure, *Teaching Aids in the Audio-Visual Program*. Included at the end of its text matter are lists of sources of "Tapes for Teaching," and other pre-recorded tapes for educational use.

SS&E 29

New Equipment Combines Sight and Sound

A new and complete package for projecting sound slides and filmstrips is now available for business, industrial and educational use through the cooperation of two leading companies in the audio-visual field.

A Bell & Howell-TDC Schoolmate slide and filmstrip projector has been combined with a DuKane Recordmaster transcription player in a sturdy, gray



(Continued on page 350)



Chicago Natural History Museum offers

Science Teaching Aid

18 different U.S. rocks and minerals boxed and accurately labeled for classroom use in teaching science, nature and the natural resources of our country. Accompanied by 90-page illustrated booklet.

• This booklet, which the children can read themselves, with 26 pages of photographs, helps identify and classify rocks and minerals. It provides factual material about each one of the specimens—some of them millions of years old. It is called "For Pebble Pups".

This authoritative booklet is a basic help in working out a science or nature study unit. It goes far beyond this in starting youngsters on lifetime hobby and in awakening them to the excitement and adventure to be found in study of geology and mineralogy.

Information is given about fossils, oil traps, volcanoes, gems, Carlsbad Caverns, and open pit mines. Suggests reading and recommends the very simple but necessary equipment.



Here's easy way to relax!

Enjoy that refreshing Wrigley's Spearmint Gum flavor. And chewing helps relieve tension.

Above shows box of specimens included with the Pebble Pups' booklet. Box 4 3/4 x 7 1/4" contains 18 different rocks and minerals, accurately labeled: quartz, mica, granite, chrysocolla, conglomerate, etc.

Because of its value in the school curriculum, CHICAGO NATURAL HISTORY MUSEUM sends out, at cost, box of specimens (pictured above) including 90-page booklet FOR PEBBLE PUPS—a handy, junior collecting guide.

IF YOU ARE INTERESTED

FOR THE SPECIMEN BOX including 90-page PEBBLE PUPS BOOKLET (described), send your name, address and \$1.25 with your order to CHICAGO NATURAL HISTORY MUSEUM, Chicago 3, Ill. Postage is prepaid.

AUDIO-VISUAL NEWS FROM BELL & HOWELL



The Bell & Howell Filmosound 385 Specialist, newly designed model of the most widely used 16mm sound projector.

GREAT NEW TEACHING TOOL

How Filmosound helps High School students learn faster, retain more

Enrollment is nearing 3,200 at Maine Township High School, suburban Chicago. Audio-visual director Wayne I. Rosenquist reports: "We find that sound movies sharpen students' learning power and improve their retention. Dependable Filmosound Specialists help us maintain high standards of instruction."

Now this great teaching tool is improved again: increased amplifier output (*double* power under normal conditions, *four times* stronger at low voltage), sound insulated aluminum doors, an end to warm-up delay . . . plus jewelled film-handling parts that last 400% longer, all-gear drive, straight-line optics, still picture clutch and reverse.

See the new Filmosound 385 Specialist in action soon. Ask your Bell & Howell Audio-Visual Dealer for a personal demonstration or write for free brochure. Bell & Howell, 7166 McCormick Road, Chicago 45, Illinois.

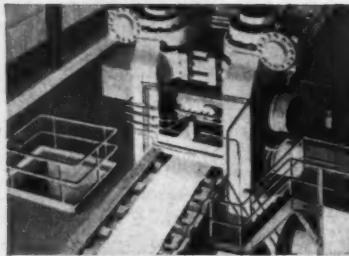


ENCYCLOPEDIA BRITANNICA FILM

"Films bring quick understanding to slow readers," says Mr. Rosenquist. "Sound movies broaden the experience of all students in science, industrial arts and social subjects. And important to us, the rugged Filmosound makes classroom projection simple, reliable and foolproof."

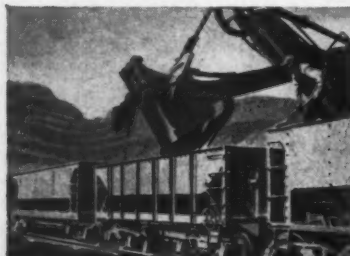
FINER PRODUCTS THROUGH
IMAGINATION **Bell & Howell**

FROM MINE TO MILL

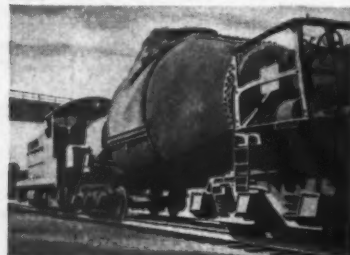


AMERICA'S RAILROADS MAKE THE CONNECTIONS!

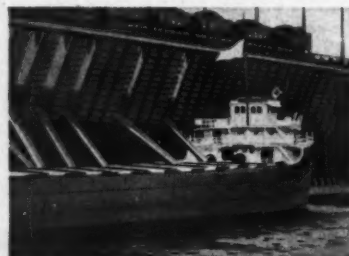
The transformation of iron ore into steel — for use in thousands of products from paper clips to girders — is a modern marvel. It involves huge mines, blast furnaces ten stories high, vast steel mills and fabricating plants . . . all linked dependably, economically by railroad!



Iron ore is mined in many parts of the U. S. Huge power shovels scoop up 10 tons at every bite—six scoops to a hopper car. At the peak of the season, railroads average 15,000 carloads of ore a day.



At big blast furnaces, the ore, together with limestone and scrap iron, is melted down to a liquid, and the white-hot "mix" is moved in special mixer cars to the next stage of manufacture at the steel mills.



Some of the ore goes all the way to the mills by train. But railroads deliver millions of tons to the great docks on the upper Great Lakes for transfer to ore boats at the rate of 60 tons a minute.



Along with the daily movement of millions of tons of steel products, the railroads are often faced with such challenges as moving huge girders, mounted on swivels and supported by two flat cars.

Welding together the many steps in this gigantic process is one of the jobs of the world's most efficient mass transportation system. The heart of that system is our railroads, serving you speedily at a lower average cost than any other form of general transportation.

Association of American Railroads

WASHINGTON 6, D. C.



Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 22.

leatherette case by DuKane. A 10 x 13½-inch screen for desk or table-top viewing and the Selectron-Semimatic tray loading slide changer are available as optional equipment. The case provides space for both of these accessories.

The Recordmaster, built into one section of the case, fits together with the second section, containing the slide and filmstrip projector. The entire package may be purchased as a unit or the Schoolmate projector purchased separately and fitted into the case.

An exclusive control on the Recordmaster, called the discussion control, stops the record at any point for study or discussion. The turn-table takes 78, 45 and 33½ speed records up to the full 16-inch transcription size.

Both single and double frame filmstrips as well as 2 x 2 slides may be projected on the Schoolmate, which throws a clear, brilliant picture on the screen. It is available in either 300 or 500 watt models.

The complete sound slide and filmstrip package is now available from Bell & Howell audio-visual dealers at \$149.50 with a 500 watt projector, and \$134.75 with a 300 watt. The screen for table viewing is optional at \$4.50 and the exclusive Selectron-Semimatic slide changer retails for \$12.50.

SS&E 30

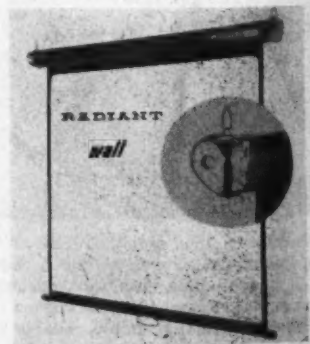
Safety Locking Mechanism For Wall Projection Screens

A new wall projection screen, designed specifically for classroom use, has been announced by Radiant Manufacturing Corp., Chicago. According to the manufacturer, the new "Educator" wall model features an exclusive automatic roller lock which provides smooth roller action, even hanging of fabric and positive protection against the fabric being pulled beyond the picture edge.

"This roller lock feature will do away with one of the main causes of costly fabric damage, and contribute greatly to the life of the Screen."

The "Educator" wall model is provided with "Vyna-Flect" flame and mildew proof glass-beaded fabric, and comes in six sizes: 37"x50" to 70"x70". The model is designed to be mounted on either wall or ceiling.

SS&E 31



The CATHOLIC EDUCATOR



HOLY WEEK LITURGY CHANGED

The program of Holy Week is going to be different this year, as a result of a *Decree* and an *Instruction* issued by the Sacred Congregation of Rites on November 16, 1955.

Writing in the *Homiletic and Pastoral Review* (Feb. 1956) the Very Rev. Aidan Carr, O. F. M. Conv. states that the decree introduces "far-reaching changes in the entire Holy Week Liturgy, affecting Palm Sunday, Holy Thursday, Good Friday, and Holy Saturday. . . . These changes so completely reorder the ceremonies that an entirely new book has become necessary: *Ordo Hebdomadae Sanctae Instauratus*. It will supplant the Roman Missal for the days of Holy Week. . . . This book is an absolutely indispensable must for any church, chapel, or oratory where Holy Week services are conducted. The *Decree* notes that all who follow the Roman Rite are obliged to observe the restored *Ordo*."

The publisher of THE CATHOLIC EDUCATOR has issued an English translation, in booklet form, of the *Decree* and the *Instruction*. This will be invaluable for Catholic teachers both as a guide for themselves and as a means of instructing their pupils. The publisher also has made available the official altar Missal: *Ordo Hebdomadae Sanctae Instauratus*.

FOR BETTER MOTION PICTURES

IN A RECENT MEETING the Council of the Pontifical Commission for Cinema, Radio, and Television called upon Catholics throughout the world to intensify their efforts to make motion pictures meet the standards for films proposed by the Church. Teachers in Catholic schools can do much to help effect this result. Pupils in school need to be reminded frequently of their duty of avoiding films that are in any way dangerous to their moral life. In accord with their Legion of Decency pledge, children should form the habit of determining,

before they attend a theater, whether the film offered is on the approved list. By their fidelity to their pledge they will be doing their part in bringing about the observance of the film standards proposed by the Church.

The Council expressed its "profound gratefulness" to Pope Pius XII for his recent speeches regarding motion pictures. In the course of these talks the Holy Father declared that film censorship by authoritative public body is fully justified in order to defend "the common civil and moral heritage." Pope Pius XII said also that the ideal film cannot ignore the religious element, and should portray evil only for the betterment of mankind. Later the Council will publish a volume of pronouncements by the Vatican and various hierarchies in regard to motion pictures. This book, "The Cinema According to Church Doctrines," will be a safe guide to all who are seeking to form a right conscience about films and the patronizing of them.

MORE LABORERS FOR THE VINEYARD

THE PROBLEMS OF VOCATIONS TO THE PRIESTHOOD and the religious life become daily more acute. It is the duty of every Catholic to pray for an increase in response on the part of our young people to a vocation to the higher life. We cannot properly pray for an "increase in vocations," for God, in His infinite wisdom and loving providence, offers the call to the priesthood and the religious life to a number sufficient for the needs of His Church in any given period. We pray rather that the grace of God may move young people, our Catholic boys and our Catholic girls, to accept the call of God. There is today a lack of response, on the part of many of our young people, to the gentle invitation of Christ. We must pray and work that the young may be more responsive to the invitation to enter the special service of the Master.

The needs at home are great; they are more than matched by those of the mission fields of the Church. America is asked to contribute personnel on a larger scale than ever before. The demand for teachers and more teachers is very great; every mission, in the field pleads for candidates willing to offer self and service to spread the Kingdom of Christ to the far corners of the earth. Archbishop Rummel speaks of "the creation of what they call a 'Pool' in the military parlance of the day where there would be recorded a sort of service of personnel that could be distributed and sent wherever priests (or Sisters or Brothers) are needed." The archbishop is of the opinion that we need have no fear of a superabundance of vocations, for every priest and every Religious will be sorely needed for years to come. If supply exceeds demand in any corner of the Lord's

vineyard, priests could be ordained with the understanding that they would be dropped into this personnel pool for a while until they can be placed in or sent to some portion of the Church where their work and services would be needed.

The importance of the Christian home as a nursery of vocations is very great, but the priest holds a key position in developing and cultivating vocations in boys and girls. Only too often is the young person with certain signs of a budding vocation left to drift for himself, he fails to get the word of guidance, direction, and encouragement that he needs from time to time. There are priests who are very silent and very reticent about this matter. They hesitate to speak about vocations because of a fear that they may create a false impression, or that their words of counsel or encouragement may be looked upon as a form of pressure that exercises undue influence on a candidate.

Archbishop Rummel concedes that there are wise and unwise ways and methods of dealing with the problem, but he declares it is a grave mistake never to speak about vocations. He commends priests for making a periodic public appeal in behalf of vocations, but he reminds them that most vocations are the result of individual contact. These contacts give a priest a sharpened sense of discernment that enables him to distinguish between true and false signs of a vocation. His work with boys and girls in the school, in a sodality, in a recreational organization, gives him further insight into the spiritual genius, the vocational capacity, of each individual. There is finally no better medium of direction than the confessional, wherein the priest becomes a doctor, a judge, a counsellor under the direct action of the grace of God.

"Christ could have instituted the Church on a different basis," writes Archbishop Rummel in *The Missionary Union of the Clergy Bulletin* (September 1945), "but He preferred to place its development and permanency, humanly speaking, on the shoulders of comparatively weak men. Christ could have left the important functions of passing religion on from generation to generation to some miraculous, mysterious, internal power in the souls of men, but He preferred to entrust it to the eloquence, so to speak, of men preaching the Word of God and administering the means of grace. . . . Vocations do not just happen. It requires almost a miracle of grace if they mature without the active interest of the priest, who should have at heart the promotion and perpetuation of his own glorious priesthood."

We must never forget that a vocation is the gift of God, and therefore depends on the operation of divine grace. Very often the individual who feels the first urge of a vocation to God's service, finds that he cannot exactly explain where the prompting comes from, but he has an inner feeling that is somehow or other telling him that this is the thing he wants. In his article on "Vocations" in *The Catholic Encyclopedia* (XV, 500), Vermeersch writes: "We derive our knowledge of the will of God, that will which demands our obedience,

which approves some of our acts, and esteems some more highly than others, from Holy Scripture and Tradition, by making use of the twofold light which God has bestowed upon us, faith and reason. . . . God also may help our choice by interior movements, whether we are conscious of them or not, by inclinations leading us to this or that course of action, or by the counsel of a friend with whom we are providentially brought into contact, or He may even clearly reveal to us His will, or His preference. But this is an exceptional case; ordinarily the inward feeling keeps and confirms our decision, but it is only a secondary motive, and the principal part belongs to sound reason judging according to the teachings of faith."

There are certain signs that will enable the parish priest, the confessor, or the teacher in the school to determine the fitness of the individual for a vocation. Chief among these signs are the following: *spiritual fitness*, which is determined chiefly by the spiritual integrity and the spiritual ideals of the individual, and by his desire to do something outstanding for the honor and glory of God or for the welfare of souls; *moral fitness* which is synonymous with a virtuous character and life, and is usually evident by a desire to walk in the way of perfection and by an aspiration to a life better and higher than that of the ordinary layman; *intellectual fitness*, that is, mental capacity and learning adequate to undertake the tasks of one's vocation; *physical fitness*, which connotes a certain degree of physical presentability or presence, and sufficient health and strength for the routine life, the rather highly pressured life, of a priest or a Religious in the modern United States or in the trying areas of the mission field.

He who would advise a young man or a young woman in this important matter, has need to determine the degree in which the candidate measures up to these requirements. In a word, those who wish to be priests, Brothers, or Sisters, should be persons of good character without any serious sinful habits, who have the desire and the capability with divine grace of leading lives of sacrifice and prayer with the pure, poor, and obedient Christ, according to the regulations of the secular priesthood or the religious organization of their choice.

The apostolate of vocations will properly devise ways and means to stimulate, increase, and multiply vocations. Our Holy Father Pope Pius XII has decreed by *Motu Proprio*, an *Association for Priestly Vocations*, and has made it a Pontifical organization under the supervision of the Sacred Congregation of Seminaries and Universities. In the statutes of this pontifical association it is emphasized that priests everywhere should use every opportunity to touch upon the subject of vocations, and should exhort the faithful to read more and more about the priesthood and to foster in boys a high regard for the priesthood and a lively desire for Christian perfection. There is no more important phase of the daily work of the priest in a parish or of the teacher in a Catholic school than to inspire young hearts with the high and lofty ideal of choosing the priesthood, the brotherhood, and the sisterhood.

By **SISTER MARY MARCIANA, S.N.D.**
St. John's School, 429 E. Second St., Delphos, Ohio

STARRING FOR CHRIST

CAST

Reader
Four eighth grade girls
Five Aspirants
Sister Mary Alice Marie, Aspirant Mistress
Mother Mary Julia, Provincial Superior
Mrs. Kelly, mother of Theresa
Four Postulants
Sister Mary Leann, Novice Mistress
Linda Kelly, sister of Theresa
Five Novices

SYNOPSIS OF ACTS

Prologue The Corner Drug Store.
Time: The day before eighth grade graduation.

Act I

Scene 1: Study Room. Aspirants planning an initiation party.
Time: Two years later.
Scene 2: Recreation Room. Aspirants playing Chinese Checkers.
Time: Same as Scene 1.

Act II

Scene 1: Convent Parlor. Entrance into the Novitiate.
Time: One and a half years later.
Scene 2: Community Room. Postulants during sewing hour.
Time: Four months later.

Act III

Scene 1: Convent Parlor. Novices' Visiting Sunday.
Time: One year later.
Scene 2: Outdoors. Novices' recreation.
Time: Six months later.

Epilogue

Introduction

READER: Boys and girls, we are going to present a vocational play. We hope to portray the life of a girl as she becomes a Sister. We think that if the religious life were better understood and valued, there would be many more young men and women who would be willing to follow the call of Christ, and more future parents who would be glad to give a son or daughter to the Church.

In the first scene four eighth grade girls are discussing what they intend to do in the future.

Prologue

[Girls are seated around a table in the corner drug-store.]

JANE: Oh gee, tomorrow's graduation day. I've looked forward to it for eight whole years, and now I don't know whether I'm glad it's here or not!

THERESA: It will be like starting a new life when we enter high school, won't it? I just know we'll have loads of fun, wherever we are.

GLORIA: You're right, but what are you going to do after you graduate, Arlene?

ARLENE: I think I'll go through St. John's High School and later, I hope you girls don't think I'm silly but I'd like to get married and be a good mother.

GLORIA: Why, Arlene?

ARLENE: I want to grow up to be just like my mother and raise as many children as God gives me.

THERESA: I think that's a wonderful idea, because we need lots of good mothers in the world.

GLORIA: That's true. I bet I know what you're going to do, Jane.

JANE: Did a little birdie tell you?

GLORIA: Maybe! I bet that you're going to be a nurse, because your mother was a nurse, and you've always talked about being one. Am I a good guesser?

JANE: You're right! That's what I'd like to be, if I can make it. Just think, every nurse has a chance to ease other's pains and maybe to baptize little babies. I can hardly wait until I enter training school. Don't you girls envy me?

ARLENE: Oh Jane, that will be grand and I know you'll be a good nurse, but I certainly couldn't be one

Girls are seated around a table in a corner drug-store discussing their life work.



because I'd never be able to stand the sight of blood.

JANE: That doesn't bother me at all, but say, Gloria, how about you? You haven't told us your plans yet. What are you going to do after you graduate?

GLORIA: I haven't decided yet, but I hope God will lead me to what is best to help people. I want to do what *He* wants.

ARLENE: I'm sure God will help you to find something useful.

JANE: What are you going to do, Theresa?

GLORIA: In the fifth grade you talked about being a Sister. Are you still thinking about it?

THERESA: Yes, I think I'd still like to be a nun, so I've decided to go to Toledo and stay with other girls who also hope to be Sisters some day. Remember, Sister Mary Jean Ann told us that if we think we have a vocation, we should protect it and guard it. Don't you girls think the best way to do this is to become an aspirant? Then I'd be sure to keep my vocation.

GLORIA: Sure, Theresa. I think you're wise to go away and live with other girls who have the same idea. And say, Jane and Arlene, won't we be proud to have one of our gang becoming a Sister some day?

JANE: I should say we shall! We'll miss you, Theresa; but when you come home for the holidays, we'll all be together again.

ARLENE: I'm so happy for you, Theresa. Would you tell us just *why* you want to be a Sister some day?

THERESA: I chose it because I think God gave me talents to teach children about Him. In this way I'll be helping to save souls besides my own, and I'd like to be just as nice as my teacher.

GLORIA: Well, girls, it's time to go, but let's promise that we'll pray every day for each other.

THERESA: You can depend on me.

JANE: *Me, too.* [All start walking off stage.]

ARLENE: Count me in.

GLORIA: I'll be waiting at the corner for you tomorrow. Good-bye!

ALL THREE: So long!

Transition

READER: A girl may become an Aspirant any time from her freshman to senior year in high school. Theresa made up her mind to become an Aspirant of the Sisters of our Lady. During the summer she had collected all the things she needed. These were the ordinary clothes and supplies one would take to any boarding school. September found her eager to enter the ranks of those young girls who were not only safeguarding their vocation, but also making certain that they were laying a strong foundation of good habits so they could lead the life of a person consecrated to God's service.

We omit the first two years filled with happiness for Theresa—the companionship of other girls with the same ideal and the joy of living in the same house as Christ and the Sisters. We now meet Theresa as a junior aspirant as she and four other girls discuss their

studies and plan for an initiation party.

Initiation Party

ACT 1, SCENE 1.

CAROL: This isn't so bad as I thought it would be.

MARY: Well, these algebra problems are hard for me!

THERESA: Algebra is simple compared to that awful Latin!

MARY: Oh, I love it!

[Sister Mary Alice, the Aspirant Mistress, enters. Girls rise.]

GIRLS: Good afternoon, Sister.

SISTER: Good afternoon, girls. How are you coming along with your initiation party?

LILLIAN: Oh, not very well, but we have a start.

RUTH: Let's discuss our plans now that we're all here.

SISTER: That's a good idea.

THERESA: Well, we could blindfold the new girls and lead them into different rooms, then we could make them guess where they are. If they guess correctly, we'll give them a prize.

LILLIAN: Sister, could we make a paste of flour and water and after we blindfold them, make them stick their faces into the pan?

RUTH: Oh, that will be funny to watch! Here's another idea. Let's make them dress up for the party. They'll have to curl half their hair and let the other half uncurled.

CAROL: Make them wear their shoes on the wrong feet and have their dress inside out and on backwards!

SISTER: Now don't make it too hard! Remember, you were a freshman once.

MARY: Sister, could we play records and dance?

SISTER: Why certainly. I know all the girls would enjoy that.

THERESA: Sister, after supper, we'll show you the games we have chosen to play. Mary Ellen has wrapped all the prizes you gave us.

RUTH: Oh, there's the bell for supper now. I'm glad

The Aspirant Mistress with a number of aspirants playing Chinese checkers in the recreation room.



because I'm certainly hungry. Can't you just smell that roast beef, Theresa?

TERESA: My mouth's watering already. After twenty-eight famished aspirants get finished eating, there won't be any bones left for our friend Rover.

CAROL: Poor Rover! [Curtain]

Games Are Played

SCENE 2 [Playing Chinese Checkers]

LILLIAN: It's your move, Ruth. You know, I think being an aspirant is loads of fun and just think of all the grace and merits we get by offering our daily works and prayers to God.

CAROL: No fair, Theresa, you're not supposed to block my move! You're right, Lillian, when I was in grade school, I thought the aspirant school would be the dulllest and dreariest place in the world.

RUTH: So did I, but now that I'm here, I certainly have a different opinion.

MARY: I wonder how anyone could be as happy as we are. Oh girls, do something to stop Theresa. She's going to win this game unless we're careful!

TERESA: Meanies! I'll beat you yet. But honestly, don't we have lots of fun here? I can hardly wait till winter comes. Remember last year how Mr. Feeny flooded one of the fields so that we could skate on it?

LILLIAN: I'll never forget the good times we had after we came home from school. Did we ever have the snowball fights!

RUTH: It's your turn, Lil. Everything you girls said is true, but I like the quiet morning Mass, and our chance to receive our Lord every day. When I get "kinda" lonesome for the family, I can go to Jesus in the chapel and tell Him briefly all about it. Then I can come back quickly to the crowd and forget it.

TERESA: Don't you like the monthly retreat? My brother still won't believe that I can really keep from talking during the morning of our retreat.

MARY: Mine neither! He says they probably have to put adhesive tape over my mouth. [Laughs] But it's not hard if everyone does it, is it?

CAROL: Oh no! All the girls are so happy here and Sister Mary Alice is just darling, isn't she?

LILLIAN: I think she's just like a mother to us. She joins in everything we do and often she surprises us with a picnic, hike, wiener roast, or an indoor party of some kind.

RUTH: Well, I'm certainly happy and I wish there were more of us.

TERESA: I'm not one bit sorry that I came here after the eighth grade. Just think, in one more year, I'll be able to enter the novitiate.

CAROL: Lucky you! Wish I were ready now. [Curtain]

Theresa Enters Convent

READER: That one year sped by on wings and Theresa is now ready to enter the novitiate. We find Theresa and her mother, Mrs. Kelly, talking with Mother Mary



Theresa, ready to enter the novitiate, and her mother meet Mother Mary Julia, the provincial superior.

Julia the provincial superior, just before Theresa becomes a postulant.

Act II

SCENE 1.

M.M.J.: Good afternoon, Mrs. Kelly and Theresa. We've been expecting you. [Turning to Theresa] So you are all ready to give yourself to Christ, Theresa?

TERESA: Yes, Mother. At least I'm giving it a try!

M.M.J.: I'm so glad you've the courage to give the religious life a try out. [To Mr. Kelly] I'm sure Theresa will be happy, if she continues as she began in the aspirant school!

MRS. KELLY: Yes, I hope Theresa will be happy. We'll miss her very much, but that hasn't kept us from giving her to God. I'll be a very happy mother the day she gets her white veil and new name, so I've much to look forward to.

TERESA: [to M.M.J.] Mother, did Sister give you my Baptismal certificate, confirmation certificate, my eighth grade diploma, and our doctor's report? Is there anything else I still need?

M.M.J.: Sister gave me everything. We've looked up your high school records and everything is fine.

MRS. KELLY: Well, Mother Mary Julia, I appreciate all you've done for my Theresa. It's getting rather late, so I'd better be starting home. [Turning to Theresa] Now, see that you write often. I'll answer every letter you send.

M.M.J.: Every month there is a visiting Sunday, so it won't be long until you see each other again.

MRS. KELLY: Oh, I'm glad. Theresa, do you suppose, by the first visiting Sunday, you'll still have a liking for my homemade fudge?

TERESA: I should say so, Mom! I'll never get tired of your fudge, you know that. And, Mom, I'll pray for you every day. [They kiss each other] Bye, Mom, I'll write often.

MRS. KELLY: Bye, Theresa! Good-bye, Mother Mary Julia. [Exit]

M.M.J.: [Picking up suitcase] Theresa, this feels as though it's loaded with bricks!

THERESA: [Laughingly] Oh no, I just brought along everything I thought I could use. There are more outside.

M.M.J.: I guess we'll have to get the whole novitiate to help carry your things to your room! Come, I'll take you to the place where you'll sleep and then we'll go to see the other postulants and novices. They and Sister Mary Leann are so eager to see you! [Exit]

Time Passes

READER: Her school life as a senior is much the same as it was before she entered, but now she is trying to live the life of a Sister. There is much to learn about this new life, and Theresa finds herself busy and happy as the days speed by. Soon the postulants are all looking forward to investment day in August when they will receive the habit and white veil of the Sisters of Our Lady. Meanwhile the postulants have many happy and exciting times together. In this scene we find them sewing during their recreation period. Present with them is their novice Mistress, Sister Mary Leann, the Sister who has charge of them. There seems to be a little quiz program going on.

SCENE 2

SR. M. LEANN: What is it you want to know?

THERESA: Sister, we'd like you to tell us about your vocation. How did you get it?

SR. M. LEANN: Why—I don't know! It was just there. You know, Sister, each call is different.

MARY KAY: Sister, do you remember when you first realized that you had a vocation? I've *always* wanted to be a Sister.

SR. M. LEANN: I was young, I know, and hasty to deny it even to myself, but old enough to know better!

LUELLA: What were you doing when you "got your vocation"?

SR. M. LEANN: That is a question! I don't know if I was crossing the street, or if I was in church, or playing a game of tennis.

Sister Mary Leann is subjected to a quizzing by her young charges who want to learn about her novitiate days.



SUE: When I entered, even though I had a trunk and two suitcases, I felt lost among so many strange persons.

MARY KAY: Was it easy for you to get acquainted, Sister? [To the others] It didn't take us long, did it?

SR. M. LEANN: Fairly easy. The girls seemed very much like those at home and I was soon a part of this new and larger family.

THERESA: When I entered, everyone was so good to me; little by little I began to see that I had gained a second family.

SUE: At first I thought I'd never get over my homesickness, but with investment day coming, we have so much to look forward to that I haven't time to get homesick any more! [Enter Sister Mary Lois and Sister Mary Rose.]

SR. M. R.: Don't tell us we're breaking up a secret meeting! If so, we'll tiptoe right out.

Novitiate Days

THERESA: Oh no, we're just quizzing Sister Mary Leann about her novitiate days. [To Sister Mary Lois] How did you feel on investment day?

SR. M. L.: I was just bubbling over with happiness but honestly, I felt so funny in all these clothes. Remember how we'd stumble all over our habits as we went up the stairs?

SR. M. R.: I never could remember if I should pick up the front or back of my habit when going *up* the stairs. After stumbling a few times, I learned!

SR. M. LEANN: I don't know if I said one sensible thing to my family and friends that day, but they went away satisfied, and I stayed much more satisfied. I soon grew to love novitiate days. They were filled with work and prayer and the imitation of Christ.

SR. M. R.: [To the other novice] Oh dear! I almost forgot. We promised Sister Mary John that we'd help her sort wash in the laundry room.

SR. M. L.: Will you please excuse us?

MARY KAY: Surely. [Two novices exit]

SUE: Sister, let's continue! Did profession seem far off?

SR. M. LEANN: Yes, very far off—two whole years—but they sped by and then I was kneeling at the altar vowing to live *for* and *in* and *with* Christ. My joy was not only filled; it was overflowing.

THERESA: After you took your vows, did you make any mistakes?

SR. M. LEANN: Surely, I made mistakes, since Christ hadn't made me an angel, as you can see! I began to live what I had promised, very imperfectly.

LILLIAN: There have been so many times that I wish He had made *me* an angel; then I wouldn't get into so much mischief! If there are any dishes to be broken, I'm the one who breaks them!

SUE: I'll never forget the time just after I entered, when I was carrying a big pan of soup and as I arrived at the dining room door, I slipped. Well, that room was waxed with soup, not Johnson's Glocoat!

MARY KAY: Yes, I remember, Sue. We certainly had a job getting that room clean. [Turning to Sister] But,

Sister, how did it feel when you first started to teach?

Beginning to Teach

SR. M. LEANN: I was frightened, and so were the children! In two hours I taught them everything I had planned for the whole day! But as time went on, I became just a tiny bit wiser. Christ would take care of my class if I would only let Him and do my bit. I did and He did!

THERESA: My cousin, Sister Mary St. Edward, told me that on one of the first days that she taught school all of the boys brought grasshoppers to school; at a certain time, they were let loose in the room!

MARY KAY: My heavens, I'd have jumped up on a chair so that none could get on me.

LUELLA: [To Theresa] I hope that Sister didn't do that?

THERESA: No, she just ordered that every grasshopper be picked up and thrown out immediately.

SUE: I'll bet that was the end of that!

SR. M. LEANN: Yes, you can't show children that you're afraid of them. If you do, it's too bad for the order in your room.

LUELLA: I can hardly wait to teach. Just think of all the good we can do to the souls of our pupils, even if it is a hard job sometimes.

SR. M. LEANN: Every life is hard but not every hard life gives such complete satisfaction as does the religious life.

THERESA: You know, before I entered, some people laughed at me. This was a silly way, they said, to do something great with my life. What could a nun in a convent do? Well, for that matter, what could I do anywhere, and how could I plan my life better than the way Christ had planned it for me?

SR. M. LEANN: Christ calls many. Only a few are willing to accept His priceless call. *You* followed Christ's call, but each of you must pray daily so that others may do the same. [Curtain]

READER: Yes, investment day finally came on August 8 and Theresa was given the new name for which she had asked, that of her father, Sister Mary Alan. Never could she forget the wonderful happiness that filled her heart as she took the second big step in the giving of her life to God. Her first year as a novice was spent studying how to be like Christ while working around the convent. Sister Mary Alan did all the different kinds of work she would have done in a big home, plus chapel. She even spent part of the time learning to sew and cook.

Visiting Sunday

[This next scene portrays visiting Sunday. Sister Mary Alan is happily talking with her mother and an older sister, Linda, who is about to be married.]

ACT III. SCENE 1.

SR. M. ALAN: Oh Mom! I'm so glad to see you. Sometimes I get so homesick for all of you.

MRS. KELLY: We miss you very much, too.

SR. M. ALAN: Linda, how have you been and how is Chuck?



Sister Mary Alan receives a visit from her mother and her sister, Linda.

LINDA: He's just fine and as you know, we're being married next month.

SR. M. ALAN: Yes, I'm so glad for you. I hope you will be very happy, Linda.

LINDA: We have our home almost finished and most of our furniture bought. Our home has five rooms and a bath and can be enlarged when necessary. When we've moved in, I'll send you some pictures of the different rooms.

SR. M. ALAN: Have you your wedding dress yet?

LINDA: Yes, Mother is making it now. The material is Chantilly lace. It'll have a hoop skirt with a fitted bodice. The veil is a Juliet Cap with pearls around it and the veil extending from it.

SR. M. ALAN: I certainly wish I could be there, but I'll offer up that sacrifice for your happiness, Linda.

LINDA: We'll be up to see you in the afternoon of the wedding day. You'll get a peek at us anyway before we go on our honeymoon.

SR. M. ALAN: I'll be waiting at the door! Mom, how's everything at home? Are they getting along all right without me?

MRS. KELLY: You're not *that* important! Let's see, Theresa—oh, I guess I should call you Sister Mary Alan, shouldn't I? Just how long has it been since you left home?

SR. M. ALAN: Well, counting from the time I became an aspirant, it's almost six years.

MRS. KELLY: Has it really been so long? Then you really don't know Chuck personally, do you?

SR. M. ALAN: No, I don't but I'm sure that he's very nice.

Both Girls Satisfied

LINDA: You'll probably think I'm prejudiced but I think that he's exceptionally nice! He has dark curly hair, brown eyes, big broad shoulders, and he is six feet tall. His personality and character are all I could ask for, so I think that he just can't be beat!

SR. M. ALAN: My Bridegroom is the most handsome man that ever lived! Although we don't know exactly



Sister Mary Alan and two other novices are joined by two wheeling bikes. Both groups have been enjoying themselves during recreation.

what He looked like, artists have tried to paint Him the way He seems to look to them. But we do know He had to be a very charming personality, because most of the people of His time were attracted to Him.

LINDA: I know Chuck will love, cherish, and provide for me all my life. He has steady, good job and a moderate income on which we can live nicely.

SR. M. ALAN: My Lover has no end to His wealth. He owns the whole world, everybody, all the things of nature, in fact, everything in heaven and on earth. He has promised that to anyone who leaves father, mother, brothers, sisters, home, and lands for His sake, He will give a hundred times as much in this life and heaven in the next.

LINDA: You've got me beat, Sister Mary Alan! I agree that Christ is better than Chuck who is to be my helper to reach God. I'm glad we're both satisfied.

SR. M. ALAN: So am I! Come on, Mom and Linda. I'll show you our new outside grotto. [Curtain]

Novices During Recreation

READER: In this next scene we find Sister Mary Alan and two other novices enjoying themselves during a recreation.

SCENE 2 [Novices carrying tennis rackets].

SR. M. ALISON: That was some game, even if I did lose!

SR. M. LOIS JEAN: Yes, it was—with a score of 40 to 15, in *our* favor.

SR. M. ALISON: But you had two on your side and I was the only one against you!

SR. M. ALAN: I guess we did but it was just a game anyway. [Sister Mary Cheryl Anne and Sister Mary Nora Lee enter, wheeling bikes.]

SR. M. ALAN: Looks like you two were having a race.

SR. M. NORA LEE: And not only that! Sister Mary Alan, do you remember that nasty old rooster that almost pecked a hole in your stocking the other week? Well, as we were riding past that house, didn't that old rooster start running after Sister Mary Cheryl Anne!

SR. M. CHERYL ANNE: I can tell you he spurred my leg muscles to greater effort and before long, Mr.

Rooster was standing in the middle of the road watching one of his enemies depart!

SR. M. ALAN: No wonder you beat Sister Mary Nora Lee. Are those bikes in good enough condition for us to use next Sunday? I'm eager to meet up with that rooster.

SR. M. LOIS JEAN: I think that if we pray before we start, St. Christopher will take good care of us.

SR. M. ALISON: Oh say, before I forget, where did you put our record player and that album of folk dances, Sister Mary Cheryl Anne?

SR. M. CHERYL ANNE: Don't tell me that they're lost again! It's a wonder poor St. Anthony doesn't get tired of finding lost articles for forgetful novices. Let's see...

SR. M. NORA LEE: I know. I remember seeing them in our study room, on one of the tables.

SR. M. ALISON: Fine! Mary Kay asked me to bring them to recreation tomorrow night. I just love those folk dances, don't you?

SR. M. LOIS JEAN: Wouldn't miss them. But whenever I swing my partner, I'm sure I'll never stay in one piece!

SR. M. CHERYL ANNE: Say, that "staying in one piece" reminds me of our softball bat. I'm afraid if I hit another one as I did last Sunday at recreation, there'll be no more ball playing!

SR. M. LOIS JEAN: I think you'd better say, "If I throw my bat as I did last Sunday, there will be no more one piece bat!" [All laugh.]

SR. M. CHERYL ANNE: Okay, you win, but I'm going to ask Sister Mary Leann if she would find us a better one. I'm sure she will.

Poverty Practiced

SR. M. ALISON: Sure, our poverty is practiced by asking for what we need. Same with the bat. If our superior thinks we need it, we'll get one.

SR. M. NORA LEE: Isn't it peculiar though that by taking the vow of poverty, we really receive everything we need and seldom have to go without the necessities of life?

SR. M. ALAN: There are many poor people in the world who are starving and we who have given up everything are kept well supplied.

SR. M. LOIS JEAN: That is one way our Lord fulfills His promises to those who accept His call in the religious life, isn't it?

SR. M. ALISON: Yes, it is. Say, I think the bell for recreation to end will ring in a minute. [To Sr. M. Alan] Don't forget, we're going to try out those bikes next Sunday to see if they are still in good working condition.

SR. M. CHERYL ANNE: Well, if this one isn't, blame it all on that pesky old rooster! [Curtain]

Epilogue

READER: At the end of her second year of novitiate, Sister Mary Alan took the vows of poverty, chastity, and obedience. She then received her black veil and her

(Continued on page 372)

By EDWARD J. POWER, Ph.D.

University of Detroit, 4001 W. McNichols Rd., Detroit 21, Mich.

HISTORIC FOUNDATIONS of Catholic Colleges*

Discipline Severe

The discipline in the early Catholic colleges was severe, although corporal punishment was discouraged, and the order of the day was strenuous. Tobacco was positively prohibited and as one "old grad" has put it:

The whole corps of prefects and teachers seemed to resolve itself into a detective bureau. It was a bad policy, I think, but there it was; and not a day passed but some one was punished. A hundred lines of Virgil to memorize by Thursday was a terrible burden to a boy booked for a ball match that day, for unless he could recite correctly he had to remain in "jug" all day. A thousand lines of ancient history to write was a very common penalty. And these rules were for all alike, not being relaxed for even the grown men attending the College. Still greater disaster befell, for tobacco was contraband, and its discovery in whatever form was immediately followed by confiscation.³¹

Athletics were looked upon as obstacles to learning, and were in consequence frowned upon. Clothing of a certain type was required: "a black or dark coat; pantaloons of the same color for winter, and white for summer."³² In some schools, after college refectories were established, boys were required to bring their own table service; sometimes the type spoon was prescribed.³³ Talk was seldom permitted at table and silence was insisted upon for other parts of the day too. For example, conversation was not permitted at table at Georgetown until 1872.³⁴

At Mount St. Mary's a "jug book" was kept and we may cull from it a few of the items for the year 1868-69.

For laughing in class, write 250 lines of Caesar. For talking in ranks, go to the lockup during breakfast. For cutting benches in classroom and refusing to give up knife, 150 lines from Caesar and go to the lockup during dinner. For running downstairs, 100 lines of Sallust. For shooting stones through the study-hall window, 250 lines of Caesar.³⁵

Description of a Prefect

There is the description, too, by a student, of a seminary prefect called Mr. F. Mr. F., according to this student, was the most hated prefect who ever enjoyed that important office on the Mountain.

* Continued from January 1956.

He was small in stature, but he could run like a deer, and he was a terror to raiders to Mrs. Burke's cash variety store. In fact he practically broke up the raiding system. (Raiding meant nothing more than the student went down to the store to buy some candy, tobacco, or other item. His trip, of course, was unauthorized. He never bothered a boy on his way out. He waited until the aforesaid boy had acquired all Mrs. Burke's best cigars . . . and had loaded his pockets and shirt so he could not run, and then F would waylay the poor fellow and capture him bag and baggage. In the quiet of the prefect's room F would sit and enjoy all the contraband articles, the poor, vanquished raider confined to the lock-up adjoining, getting only the smell of his labor and money.³⁶

With all this surveillance students still had some fun, and in some of the schools actually revolted against the system which appears to us now to have been exceedingly repressive.³⁷

Daily Schedule

To turn now to the order of the day and to give two examples: one from Notre Dame in 1843³⁸ and the other from Villanova in 1850.³⁹

Notre Dame:

Rise 5:30, prayer and meditation
Mass 6:30 after Mass study, then breakfast
8 to 10 grammar
10 to 10:15 recess
10:15 to 12 recitation
12:00 dinner, and play
1:30 to 2 reading
2 to 4 arithmetic
4 to 4:30 recess
4:30 to 6 history, geography, bookkeeping
6:00 spiritual exercises
6:30 supper, and study
9:00 retire

Villanova:

Rise 5:30
Prayer 6
Mass 6:30
Breakfast 7:30
Recreation to 8:30
Studies to 12
Angelus and dinner
Recreation to 2

Studies to 4:30
 Recreation to 5
 Studies 5 to 6
 Angelus and supper 6:30
 Recreation to 7
 Studies 7 to 8
 Prayer to 8:30
 Retire by 9

Interestingly enough the rules at Villanova required silence in the refectory, dormitory, study hall, and wash room. No liquor, tobacco, snuff, bad conduct, absence, idleness, negligence, or injustice was permitted.⁴⁰

Some colleges permitted teachers to specialize in certain fields of knowledge and students passed from one class to another as they do today. In others, simultaneous instruction, in its original meaning, was accepted. For example, Fordham abandoned its program of one professor for each brand of study in 1847, because "too much time was lost by students in going from one class to another at the adjournment of the lectures."⁴¹

Higher Education for Women

To turn now to some of the questions of development. Beginning with Georgetown College, in 1787, attempts were made by Catholics to provide higher education for their sons. Some steps were taken to furnish higher education for girls, but generally these foundations did not precede the half century before 1900. The College of Notre Dame of Maryland, the first Catholic institution offering higher education for women, was established 60 years after the founding of Georgetown, but this was not very obviously an atypical school for girls. Its curriculum reflected academy aims and it was not until 1896 that the College of Notre Dame of Maryland was chartered as a four year college.⁴²

It is not possible to dismiss the work of Catholic colleges for women; it was important and fruitful. But to a much greater extent than for colleges for men, the 19th century was for women's colleges the formative rather than the developmental period. This judgment applies not only to Catholic colleges for women but to non-Catholic women's colleges, female seminaries, and academies as well.

Difficult to Demonstrate Maturity

From the founding of Georgetown to 1866 eighty-four colleges were established by Catholics.⁴³ These were colleges for men. Thirty-four were founded before 1850. Only ten of the thirty-four founded before 1850 had sufficient strength to survive the pangs of birth and ill fortunes of early childhood. The ten which lived passed through the early years with difficulty, but now, in the 20th century, they are beginning to assume a dignity which suggests maturity. By no means may maturity be ascribed to all of the Catholic colleges in the United States, for it would be difficult to demonstrate maturity or even the onset of it in most Catholic colleges. Traditions are built or they grow, but they cannot be hurried and they cannot be forced. The impatience of youth to attain maturity is as evident in college foundations as it is in human nature, but the child cannot gain maturity

by hoping for it and no one can endow him with it. The Catholic college with aspirations for greatness has a worthy ideal, if greatness is interpreted with wisdom and perspective, but the goal is at the end of a long road and the history of colleges in the United States and in the world demonstrates with some conclusiveness the dangers which are inherent in attempts to detour.

Meaning of Charter

The line of demarcation between formative years and years of development is not easy to draw and when it is drawn it is at best somewhat arbitrary. The same event may not mean the same thing for each of the schools we have mentioned. The formative years may have passed and the development may have had a good beginning in some of these schools before the date of chartering. In others the date of chartering may have been nothing more than a formality which had little effect on the internal functions of the college. The College of the Holy Cross, for example, was founded in 1843 and not chartered until 1865,⁴⁴ but the University of Notre Dame was founded in 1842 and chartered in 1844.⁴⁵ Chartering, therefore, may have meant only that the state had extended legal recognition to the institution and did not necessarily mean that the foundations had been securely laid and that the time was ripe for the erection of a superstructure. In some isolated cases, St. Vincent's College, Cape Girardeau, Missouri is an example, the charter was granted before the school was actually founded. The charter was issued in 1843 and the date of founding is given as 1844.⁴⁶

Close Scrutiny

Although there are well-founded objections to using the date of chartering as evidence for the beginning of a period of development, there are some defenses for its use too. When the charter was accepted, the schools which share a place in this study began to strengthen themselves in the hope that they would be truly worthy of the honor which the state had bestowed on them. In every case, regardless of the length of time which had passed between founding and chartering, the colleges which make up this study formulated plans for expand-

Students eagerly examine new books added to the library for Catholic Book Week at St. Mary High School, Chicago, Ill.



ing and deepening their offerings. It was unusual for charters to be offered; more often the colleges had to seek them. With few exceptions the state subjected the college which was seeking a charter to close scrutiny and satisfied itself that the institution seeking the state's legal recognition was of a caliber to merit such recognition.

Every college foundation which requested a charter did so with its intention of permanence made especially clear. Schools which did not intend to be permanent institutions did not usually seek charters, although it must be remarked many which obtained charters did not survive. The charter was certainly not a guarantee of stability nor was it a guide for development, but it did assure the college of legal recognition and permanence and it granted the college authority. Authority implies responsibility and the fact that the colleges accepted responsibility is some argument for their having been ready to enter upon a period of development.

Some Did Not Survive

There is one further justification which shall be mentioned for using the date of chartering as marking the beginning of development. Chartering was evidence of a determination to survive. The number of colleges founded before the Civil War attests to the interest which was displayed in higher education, but the number of colleges which failed during the same period suggests that internal causes brought about failures more frequently than external causes.⁴⁷ Some did not survive as colleges because they did not really want to be colleges. They were schools for the education of clergymen and rather than extend themselves to provide programs of study for young men who were not looking forward to clerical life, they closed their doors entirely or closed their doors to students seeking non-divinity programs. The 19th century displayed more interest than any other century before or since in the development of secular and professional programs in college.⁴⁸ This was, of course, primarily a movement and a determination in non-Catholic colleges, but its influence did not escape the Catholic college. Some Catholic colleges decided very early that they could not or would not keep pace with the innovations which were being accomplished in higher education. They closed their doors and surrendered their charters or closed their doors before they had had time to obtain a charter.

The determination to survive, to which we have alluded, was a determination to survive as a college and not as a seminary or divinity school. Chartering was simply an obvious demonstration of the willingness of the college to assume the burdens incidental to the higher education of young men. It would not be correct to maintain that the ten colleges in which we have a primary interest here were not at all interested in the preparation of young men for the priesthood. Probably twenty percent of the young men who took the classical course in these colleges became priests, but the Catholic college of the later 19th century was principally a school for non-divinity studies, although provisions were made for the education of young men who aspired to the priest-



The solving of costume and setting problems was part of the fun in producing The Singing Soul, a one-act dramatization of an old Chinese legend, for Parents Day, by the dramatic club of Holy Family Academy, Baltic, Connecticut.

hood. Some, one or two, of the colleges had a greater proportion of their students go on to ordination than the twenty percent mentioned which is a general average.

Point of Departure

After taking cognizance of the good and bad in chartering as a line of demarcation between formative and developmental years, the date of chartering seems acceptable as a point of departure for any discussion involving the development of the ten Catholic colleges which were founded before 1850 and are still in existence as colleges or universities. It is a convenient point of departure, and with the cautions which are suggested in the arguments against using chartering, it seems possible to begin with chartering to examine the development of these colleges without doing violence to it.

According to our view, the period of development began in each of the ten Catholic colleges with chartering. Georgetown, 1815; Mount St. Mary's, 1830; St. Louis, 1832; Spring Hill, 1836; Xavier, 1842; Notre Dame, 1844; Fordham, 1846; Villanova, 1848; Holy Cross, 1865; and St. Vincent, 1870.

31. Meline and McSweeney, *op. cit.*, II, 94.

32. Kenny, *op. cit.*, p. 144.

33. Middleton, *op. cit.*, p. 22.

34. Shea, *op. cit.*, p. 244.

35. Meline and McSweeney, *op. cit.*, II, 82 ff. 36. *Ibid.*

37. There was a student revolt at Georgetown in 1852. Cf. Shea, *op. cit.*, pp. 178-79.

38. Hope, *op. cit.*, pp. 56-57.

39. Middleton, *op. cit.*, p. 36. 40. *Ibid.*

41. Taaffe, *op. cit.*, p. 73.

42. Sister Mary Mariella Bowler, *A History of Catholic Colleges for Women in the United States of America* (Washington, D.C., 1933), pp. 20-21.

43. Erbacher, *op. cit.*, 134-135. 44, 45, 46. *Ibid.*

47. Cf. Donald G. Tewksbury, *The Founding of American Colleges and Universities before the Civil War* (New York, 1932).

48. Cf. George Paul Schmidt, "Colleges in Ferment," *American Historical Review*, LIX (October 1953), 19-42. Professor Schmidt, I think, overemphasizes the influence of Darwinism on the colleges, but he has conducted a searching and profitable inquiry into the colleges of the 19th century.

A READING LESSON

with the Diocesan Paper

"IN DEVELOPING MATERIAL FOR CRITICAL READING at the upper elementary school level, three units have been found to be especially serviceable. One is on propaganda analysis, one on the reading of newspaper editorials, and one on the interpretation of newspaper cartoons."

With two objectives in mind—one, to develop the above critical reading skills, the other, to utilize a means of getting a Catholic newspaper into the home of each of my pupils—it was announced one morning, that every Thursday our reading lesson would be from the diocesan newspaper. All three reading groups would merge into one on that day.

In the initial steps and preparation of the lessons, the advantages and disadvantages of merging all groups for this one weekly lesson were carefully analyzed. The former, far outnumbering the latter, which will be shown as this article develops, justified the decision, despite the fact that the range of reading level for these fifty-seven seventh-graders was from 5.2 to H (above 12th grade).

Develop Appreciation for Diocesan Paper

In anticipation of the advent of Catholic Press Month, when subscriptions would be solicited from the pulpit, the new lessons in reading were begun early enough to capitalize on the opportunity to subscribe when the date approached. The beginning of the second semester was the perfect psychological moment to launch this little project. No reference was made to the fact that one of my aims was to have a Catholic newspaper in each home. I wanted to *develop* an appreciation for it, and then have this appreciation expressed by the children, as an evaluating element of this kind of reading lesson.

On the first Wednesday before the lesson, the children were reminded to bring their copies of the Catholic diocesan paper to school the next day. Of course the expected happened. Hands shot into the air.

"Sister, we don't get it."

How Get Along Without Paper?

"Isn't that too bad. I took it for granted that everyone subscribed to his Catholic paper. How do you get along without it, children? How do you know what movies to attend?"

Then I took from the desk a professional book and quoted for them:

The balanced reading program in the upper elementary or junior high school grades involves reading for *many different purposes in many types of materials.*²

I feigned sorrow at their predicament and asked for ways of solving the problem.

"May we push our desks together and read two on one, Sister?"

"Well, I suppose I'll have to let you do that tomorrow, to give you time to figure out what you can do about it."

"May we borrow it, Sister, from our neighbor?"

"Can we buy it any place, Sister?" (I'm their English teacher too!)

"I don't think so, children. It comes as a subscription."

"My aunt gets it, Sister. If my father will drive me over to her house tonight, I could get hers."

Easier Method

These suggestions did not dampen my enthusiasm for the cause of the Catholic press, because I knew that after a while Daddy would get tired of driving her over, and resort to the easier method of subscribing himself to the paper.

"Do the best you can, children. But we'll have to use the paper. It's part of our program, as I've read for you."

The next morning there were two, three, and even four trying to read one copy. The students generously shared them as best they could. When I looked down at the fifty-seven stretching necks and bent heads touching each other in groups of two's, three's and four's, I began to call myself cruel names.

"But, dear Lord, it's for their minds and souls both, and good will come out of it," I told Him, as they searched for the answers to my queries.

Stimulus Enough

Being inconvenienced, and not doing so well as they might in the tests was stimulus enough to subscribe for their own papers when February Press Month came along, and the annual drive was carried on in the parish. (Bridgeport does not sponsor a contest for

subscriptions as some diocese do. It is simply announced from the pulpit that envelopes will be distributed for that purpose, if anyone is interested.) When the opportunity arrived, many of the parents bought the paper for their children.

Now how did we use the paper in class? First let me state that when questions were asked, the page number was given for finding the answers in order to save time. The questions were worded in such a way that the children could get clues to the answers in the headlines or captions of each article.

Questions Asked

The following are some of the questions asked, the skills which were being developed, and the spiritual values of each.

1. *What is the position in the paper, of the article referred to in the headlines across the top of the page?* (Upper right,—Vocational skills developed.)

2. *On page 3, what do you consider the most important article?* (Letter to the faithful from our Bishop—evaluation and discrimination of reading material.) This question afforded a golden opportunity during the discussion period to teach correct values regarding the authority of the Church. As the lessons proceed weekly, the change in the attitudes of the children will be a great reward and consolation to the teacher.

3. *What is page 4 called?* (Editorial) This page is new to the students and will take a couple of lessons to teach. Besides teaching the editorial as a secular or profane unit, the spiritual values of Catholic editorials, and the Church's view on current topics cannot be overestimated. When the children came to school shocked by news from the secular press of Father Feeney's case, or the actions of a few of the priest workers in France, we found the attitude of the Church in each instance in these editorials. Opportunities to teach the wisdom of Holy Mother Church afforded life-long impressions on the minds of these seventh graders.

4. *In the editorial on page 4 what Christian social principle is being violated?* (Article condemning a sad case of racial discrimination.) "God intends that men live, pray, work, and play together." Social Principle #4 as we have learned them from our Catholic geographies! Here comes into practice the interpreting of what has been read, and applying knowledge to related material in order to form correct judgments.

5. *What protection on page 7 is afforded us this week by reading our Catholic paper?* (Warning against buying the so-called "Spiritual Books" sold by Father Feeney's followers, in our diocesan area.) This question was very pertinent, as some of the parents had already purchased these books for their children from the door-to-door canvassers. During the discussion we stressed

the necessity of having a Catholic paper in the house. And from this one question some of the children induced their parents to subscribe for them. Its practical value was striking home. From this, we hope that when these children become parents of families they will realize the necessity for the Catholic press.

6. *Which articles on page 10 are of most practical value to us now?* (Lenten regulations and movie guide, also film censorship of a latest picture.) During the discussion period we took time to cut out the movie guide and Lenten regulations. Then we mounted them on construction paper and prepared to take them home to be posted in the kitchen where the whole family could benefit by them. Indirectly they brought to the attention of the parents, the kind of movies being shown at the local theatres. The posting of the Lenten regulations was also of service to the housewife.

7. *What article on page 11 is similar to a project in which our school is engaged at present?* (Writing to the postmaster general to have a Catholic stamp issued—"In God We Trust", or the "Marian Year" Commemorative Stamp.) Reading of this sort strengthens the approval given to our own school or parish projects. Its value lies also in the fact that it shows the children what is meant by Catholic action, and how important each individual is, or how we must work together to create the force to accomplish good. It correlates well with the whole Christopher movement and gives practical proof of the importance of a single individual. ("I am only one, but I am one, etc." from the Christopher notes.)

8. *On page 13, how many indulgences may be gained for tipping one's hat when passing a Catholic church?*

(Continued on page 372)

Taken during the December Book Fair at the Shrine of the Sacred Heart School, Mount Washington, Baltimore, Maryland. Some of the students who purchased books are showing the books of their choice. Through the generosity of children, parents, and friends, one hundred volumes were added to the library to promote interest in reading and the circulation of worthwhile literature among pupils.



1. William Kottmeyer, *Handbook for Remedial Reading* (Webster Publishing Company, 1947), P. 151

2. David H. Russell and Etta E. Karp, *Reading Aids Through the Grades* (Columbia University Press, 1951) Page 88 (Italics mine)

3. Sister Marion, *Geography Workbook for Southern Neighbors* (Sadlier Publishing Co., 1953), P. 1

SEMITIC LITERARY CHARACTERISTICS

in Bible Interpretation

CHESTERTON ONCE REMARKED that a Mormon reads his Bible and finds polygamy, while a Christian Scientist reads his and finds we have no arms and legs.¹ Like most strokes of Chestertonian irony, that statement has layers of meaning. For one thing, it epitomizes the thousand contradictory religious systems which all insist they are founded on inspired texts. By consequence, the statement accentuates the necessity of *correct* bible interpretation.

Interpretation Not Easy

The Bible is not an easy book to interpret. For correct interpretation we need guidance. This guidance is twofold, because of the dual authorship of Sacred Scripture: the Holy Spirit as the principal author, and inspired men as His living instruments. Considered as a collection of human writings, the Bible is interpreted according to sound critical principles. But because the Bible is also a source of divine revelation and as such is entrusted to the Church, her living magisterium, patristic tradition, and the inner coherence of Catholic doctrine (the analogy of faith) have the final say. For our present purposes, we presuppose this dogmatic guidance. We are concerned with a special aspect of the literary principles.

Norms Complement Each Other

Far from being in any way opposed, the dogmatic and literary norms complement each other. In fact, we cannot understand Scripture correctly unless we apply both. Taken together they bring us to the goal of all interpretation, namely, the meaning God and the sacred writer convey, the human and the divine message. But before we can know the spiritual content, we must first² understand the literal sense, that is the sense the human author expressed in the words he used.³ Unless the exegete or reader first understands the literal sense correctly, he runs the risk of making the mistake of Chesterton's Mormon and Christian Scientist—he will project into the text what he would like it to say.

Our Holy Father, Pope Pius XII, repeatedly stressed the primary importance of the literal sense in his encyclical *Divino Aflante Spiritu*: "In discharging this function (i.e., of discovering and expounding the genuine sense of the Sacred Books) interpreters should bear in

mind that their *chief aim* must be to discern and determine what is known as the literal sense of the words of the Bible" (emphasis added).⁴

Native Meaning Needed

Taking this as his starting point, our Holy Father briefly outlines the basic procedure. The words of the writer have to be taken in their native meaning. The entire context must be considered. And finally parallel passages where the same ideas or phrases occur should be compared. These rules are fundamental for understanding any literary work. Yet the word-context-parallel-passage method of itself is inadequate to find the literal sense of the Bible.

To begin with, we are not dealing with an ordinary piece of literature, however ancient, but with a highly unique collection of documents. The single books were composed over a period of perhaps twelve centuries or more, under the most varied circumstances, for different purposes, and in vigorous, developing languages. Even more important, the human authors were not dead instruments in God's hand, like a piece of chalk in the hand of a teacher,⁵ but living, each with his own peculiar endowments of intellect, will, memory and ingenuity. God used these instruments just as He found them. He did not interfere with their natural modes of thought and style. He did not dictate the Bible. David the poet and musician, Amos the rustic shepherd, Paul the educated Pharisee—each speaks his own language. And they were all Semites, with the oriental closeness to nature and a fondness for turns of expression suited to their vivid imaginations. The net result is that the literary conventions of the Bible differ radically from our own, and among themselves, and understanding them is essential to understanding Scripture.

Go Back in Spirit

Divino Aflante Spiritu dwells at length on the importance of this point. For example: "What (the ancient oriental authors) intended to signify by their words is not determined only by the laws of grammar or philology, nor merely by the context; it is *absolutely necessary* for the interpreter to go back in spirit to those remote centuries of the East and make proper use of the aids afforded by history, archeology, ethnology and

other sciences in order to discover what literary forms the writers of that early age . . . did in fact employ" (italics added). The Catholic commentator "must ask himself how far the form of expression or literary idiom . . . may contribute to the true and genuine interpretation; and he may be sure that this part of his task cannot be neglected without great detriment to Catholic exegesis."⁶

We call attention to the variety of Latin terminology used in the encyclical: *modus scribendi*, *ratio loquendi*, *genera literaria*, *forma dicendi*.⁷ These have been variously rendered as: forms of expression, fixed ways of expounding and narrating, literary modes, literary genres, literary forms. You will notice that the Latin terms are quite general. Evidently they imply more than what we understand by our conventional types of literature such as poetry, fiction, history. These are of course also included.⁸ But our Holy Father takes in the complete literary technique of the sacred writers, their whole manner of presenting the facts.

Literary Forms

Owing to the comparatively recent development of this study, there is still a lack of uniformity both in the use of terminology and in precise definition. The term most commonly met with is literary form, a sort of blanket expression. We may speak of the literary form of a book, meaning history, poetry, prophecy, wisdom literature and the like. Less extensive categories like the parable, allegory, apocalyptic writing, the concentric wave pattern (of which we shall say more later) also go by the name literary form. Even such simple devices as dialogue, paradoxes, use of pseudonyms are called literary forms.⁹ Further study will eventually clarify the concept and produce a satisfactory classification. One may define literary form with the Catholic *Commentary* as "that external pattern of writing which is regulated by custom in a certain epoch or region."¹⁰ In short, it is the external dress of the author's thought, the envelope bearing his message.

This home economics group at St. Catherine Academy, Bronx, N. Y., is learning to work with others and to do a job perfectly.



Literary forms are the very fabric of semitic writing. They are not something hypothetical or invented. Exegetes do not, so to speak, put the forms into the texts. But by comparative analysis of ancient literature contemporaneous with the Bible, certain set characteristic forms or writing have been found to be common and conventional. No literary form, to quote *Divino Afflante Spiritu*, is excluded from the sacred books, "so long as they are in no way incompatible with God's sanctity and truth. 'In the divine Scripture,' observes St. Thomas with characteristic shrewdness, 'divine things are conveyed to us in the manner to which men are accustomed.'"

Extract Truth from the Form

The basic principle of interpretation with respect to literary forms—and here we have the heart of this whole discussion—rests on the distinction between the objective facts and the Semite's peculiar manner of expressing them. The substance of the message remains true, though it may take on different shapes. We must understand the author in accordance with the type of literature he has chosen as the vehicle for his thought. This principle requires no proof. It is quite obvious, yet often forgotten in actual interpretation. We do not take Shelley's *To a Skylark* as a treatise in ornithology. Shelley has a message to convey, and there is truth in his ode. But we must not look for something he did not intend to say. So also each literary form has its own way of stating truth, not truth diluted with falsehood, but truth presented more or less directly, more or less graphically.¹² To extract the truth from the form—there lies the task of the interpreter.

By way of illustration take the familiar form of the simple parable.¹³ Essentially it is a comparison built around the sort of event that might occur in everyday biblical life. The details add color and vividness, and have no further significance.¹⁴ So we would be wide of the mark in attaching any symbolical meaning to the dogs licking the sores of poor Lazarus, or that the housewife buried her leaven in precisely three measures of meal. The important element of a parable is the single point of comparison, the lesson to be drawn. Thus in the last example our Lord used the quiet working of leaven to break down the popular view that the Messianic kingdom would burst upon Palestine with the storming of Jerusalem and the massacre of Pilate's garrison. Rather the coming of the kingdom of heaven resembles the permeating force of yeast in dough; the hidden, gradual working by grace from within the hearts of men.

Different Handling for Allegory

By contrast, the allegory calls for quite different handling. Here not the comparison as a whole but every important element has a metaphorical meaning. The idea illustrated and the figure which illustrates, blend and are represented together. So Christ is the vine of which we are the branches. And whatever the Vine-

(Continued on page 372)

Teacher to Teacher—In Brief

THE CHILD AND HERO LEGEND

*By Sister M. Celeste, O. P., Dominican College,
Racine, Wisconsin*

IN ADDITION TO THE FAIRY-TALE and—following closely upon it—the classic hero-tale provides the necessary adventure in the reading experience of the child. The appeal of the hero legend comes at about the fourth-, fifth-, and sixth-grade levels. This is a time when the child is beginning to appreciate a “living with greatness,” as is evident from his avid consumption of the lurid, fantastic comics—not that these have, in any sense, an embodiment of greatness, but because their fantastic adventure provides a stimulus, and in no way a healthy one, to the child’s emotions. For these readers, aged ten and under, the interests center on what men do, or can do.

Not Limited to Physical Doing

But reading on this level need not be limited to the physical doing, to deeds of adventure in the world of men and things. Heroism of conduct is adventurous also when it pertains to the seemingly lesser things of life: to kindness, to unselfish living, to adventures of the mind; to such deeds that show the child, through mental associations, where he belongs in the scheme of things; such deeds as bring understanding to life’s later experiences.

Foster Adventurous Thinking

Among the books that foster adventurous thinking as well as living, books with high moral tone and heroic mood, are the older classics, such as those edited by Baldwin, Church, Colum, Lanier, and such old Testament heroes and heroines as Moses, Abraham, Jacob, Joseph, Ruth, Deborah. In addition to supplying wholesome reading experience with a rich classical background, they introduce the child to a new area of reading, that of biography. Since this is the type of literature with which the child will be concerned more extensively and intensively in his later studies, as also in his leisure reading, introduction to the best on the child’s level is imperative; but “child level” does not imply adult biography expurgated and rewritten to suit the child’s vocabulary; biography for children has its own special qualities and criteria for judging these qualities.

The Oxford dictionary defines biography as the “history of the lives of individuals, men and women, as a branch of literature”; it is history, therefore. The facts must be authentic and the characters treated as individuals, not as types. But it is also literature; therefore,

the manner of telling and the style should give evidence of its being a conscious work of art.

Biographic Reading for Children

Although these are but general criteria for adult biography, they are in a certain measure also carried into biographic reading for children. This likewise concerns itself with authenticity and accuracy, but not necessarily with completeness. To give this type of reading the verve, the tempo required for youthful readers, it should consist rather in highlighting some phase suitable to the child’s understanding of himself and his fellowmen, but with no distortion of the authentic facts as these are presented. Exclusions are necessary, but inclusions should be built on authoritative background. Documentation, a necessary feature in adult biography, is generally not acceptable in biography for children; in fact, where it is used, the writing lacks the vigor and zest necessary to satisfy the interest of the child.

Without Much Urging

If the details are vivid, amusing, individual; if they embody some truth of human life, of human relationship; if they portray some special trait; and if the narrative is presented in the spirit of its natural surroundings, the young reader will, without much urging, be attracted to this type of reading. But such features as the above-mentioned, will be attractive to only the few. A more positive and definite introduction is necessary in almost all instances, particularly for those who have become absorbed in comics and the other sensationally fantastic reading matter which has such wide circulation.

Read Aloud

At this age level, children are interested in reading on their own, books of their choice, and it is the teacher’s task to foster this spontaneity; this is a part of the art of the teacher. But it also belongs to the art of the teacher “to order things and ideas in such way as to induce a willingness in the child to accept the good proposed.” This, in current terminology, is “motivation”; and for this type of reading interest, motivation may best be achieved by the reading aloud of some arresting details, preferably the opening paragraphs, if these are cast into such dialogue that claims the attention and produces the willingness so essential to acceptance. Choosing a wide range of subjects and making a wise and discriminate use of the means for exchanging ideas are added motivating factors. Class reports, in the traditional form, seldom stimulate read-

ing in those whose interests lie in the less praiseworthy areas; in others, they almost always produce boredom.

Highlighting certain traits of character and using these as integrating factors for art, music, history, in fact, for any or all the subjects of the curriculum, produces better results than do the formalized reports, and such other devices that serve but to clutter the curriculum and rob the teacher of the valuable and much needed time for essentials.

Without Preachments

Biographies of the saints, the life of our Lord, of His Blessed Mother and St. Joseph are being used to advantage for young readers. It is the general contention, however, among those who work with college students in their literature and history courses that the relationship between saintliness and wholesome human adventure stretches still in too wide a gap. Sainthood is adventure and children are better able to realize this fact, if along with the lives of the saints, they also read about virtuous and heroic living on the natural plane; about the fine qualities of manhood and womanhood; about self-discipline and restraint, which, though not obviously stated in good biographies, can, nevertheless, be felt and understood for what they are—praiseworthy conduct in human living, stated without preachments.

Ability to Form Deductions

It is still often held that biography must point a moral or standard of conduct. Certainly, all literature must be moral, but to point the moral is no more necessary for biographic writing than it is for any other form of literature. Learning goes on in the intellect; action begins in the will as a result of intellectual activity. The child's ability to form deductions about something he reads may begin as early in his education as he is able to appreciate a living with greatness. If he is able to make deductions about the lurid, the fantastic reading matter, as is obvious from statistics, he should be able to do the same for the good he reads about.

The principal function of biography is to introduce the young reader to those praiseworthy human traits, to those ideals of thinking, of living, of acting, which make up the pattern of true Christian virtue and heroism. It is introducing him to the appreciation of his cultural heritage; for biography is also literature, and the function of literature, on any program, is "to make available to the human mind the finest and the deepest thoughts of man" and man's achievements on all levels of human endeavor, which have followed from sublime thinking.

MEET THE J'S: Politeness When Calling and in Introductions

By Sister Marie Angela, I.H.M., St. Francis de Sales, H.S., Detroit 38, Michigan

JEAN AND JOAN MARTIN WERE ON THEIR WAY TO Sharon McCall's home.

"I always hate to meet people for the first time, don't

you, Joan? I never seem to know what to do or say," said Jean anxiously.

"But Mrs. McCall knows someone is coming from school," answered her twin. "There's no reason for being timid. I'll speak first, if you would rather not, but you must be polite and friendly, too, you know."

"I'm glad Mother told us that a call should not be longer than a half hour; and we'll be busy helping Sharon with her school work, too, so it won't be too bad, I hope."

"Remember we are more fortunate than other people in a case like this," reminded Joan practically. "There are two of us to carry on a situation, so one can help the other along. So, I'll start, but you will please watch your chance to take over."

I'll Try

"Very well, I'll try," promised Jean, with a shaky finger on the doorbell.

"Good afternoon, Mrs. McCall. I am Joan Martin, and this is my sister, Jean."

"We came from school, Mrs. McCall, to inquire about Sharon, and to give her some messages from Sister and the girls," added Jean resolutely.

"Oh, yes. Come in, girls, please. I have heard Sharon speak of the Martin twins, and I am happy to know you."

"Thank you," chorused the girls. Then Jean went on, without a pause. "We were glad to hear that Sharon is improving. We miss her at school very much."

"Yes, she will soon be able to return. Here she is, to speak for herself."

"Hello, girls!" cried the convalescent. "I'm glad Sister Josephine sent you to call on me. Mother, these are the Martin twins I've been telling you about, Jean and Joan."

Introduced Themselves Well

"We are already acquainted, Sharon," smiled her mother. "Your friends introduced themselves very nicely at the front door. Now I shall leave you to talk about school. I hope you will give Sharon plenty of homework, girls. She is anxious to get caught up with her lessons."

"Don't worry about that, Mrs. McCall," reassured Jean. "See, we have brought along enough work to keep a well person busy for a week. But Sister said, Sharon, that you must not try to do too much at first. You can gradually make up the work you have missed."

A half hour passed pleasantly and all too quickly. Jean noticed that her sister smiled at her occasionally, as though she were amused at something. At last Joan said, "I'm sorry to put an end to your endless chatter, Jean; but we really should leave now. I'm sure Sharon has enough school work and school news to last for a few days, at least."

"Yes, I guess we must go," agreed Jean reluctantly. "We'll be glad to see you back in school as soon as you are able, Sharon."

"Thank you so much for coming, girls. I'm glad you were chosen to come. Please thank Sister Josephine for

sending the outlines and the books, and tell the girls I'll be happy to see them all as soon as I can make myself walk without wobbling all over the place, as I do now."

"We'll tell them. We have enjoyed every minute of our visit with you. Good-bye, Sharon."

Meet Others of the Family

"Going so soon, girls?" inquired Mrs. McCall, coming to meet them, as they entered the living room on their way to the front door. "Before you go, may I introduce a few other members of the family? My husband; our youngest daughter, Ruth; and Jack, whom you may already know. These young ladies are Jean and Joan Martin, who called to see Sharon."

"How do you do, Mr. McCall, Ruth, and Jack. We've heard about all of you, especially Jack, who is quite a friend of our brother Leo," responded Jean, while Joan nodded to each in turn.

"I am happy to know the Martin twins, of whom I have heard Sharon speak so often," acknowledged Mr. McCall, rising. "It was kind of you to come to see our sick little girl."

"You must come again, please," invited Mrs. McCall. "Sharon does get quite lonely. Suppose you come on Saturday afternoon, and stay long enough to have a little lunch with Sharon. It might improve her appetite to have companions to lunch with her."

"Thank you. We shall be delighted to come," Joan accepted.

"Then we can collect the homework we gave her today," added Jean. "I'm quite anxious to see if I made a success of teaching Sharon that new step in decimals."

"Decimals, if I remember correctly," mused Mr. McCall thoughtfully, "usually require more than one teaching. So you certainly must come again."

"We will, and we are glad we met all of you. Good-bye."

Hardly a Chance for One Word

"Joan Martin, what *are* you giggling about?" asked Jean curiously when they reached the corner.

"Pardon me, Jean. I was just wondering what happened to that timid person who hates to meet people, and never knows what to do or *say*. Emphasis on the *say*. Why, I could hardly find a chance to put in a word once in a while."

"Why, Joan, the joke is on *me*. I forgot all about being timid. The McCalls were so friendly, and Sharon was so happy to see us, that I felt very much at home."

"Which only proves, as Mother so often tells us, that the things we worry about most aren't worth worrying about at all."

"Well, I'll never worry about going to the McCalls again," promised Jean.

Problems for Discussion

1. Were Jean and Joan acting correctly when they introduced themselves to Mrs. McCall? Why?
2. What were some of the ways by which the McCalls

proved to be courteous to the callers?

3. How were the callers courteous and thoughtful?
4. Why do you think the parents were so ready to invite Jean and Joan to come again?
5. Can you think of any reasons why callers might not be invited to repeat their visit?

Courteous Host or Hostess Remembers

1. To ask visitors in and request them to be seated, also ask them to remove their wraps and make them feel welcome.

2. To think only of giving their guests an enjoyable visit. They do not think of their own comfort or convenience.

Visitors Are Polite If They

1. Avoid calling too frequently at the same home, and thus wear out their welcome.

2. Do not call on friends at or near meal time.

3. Try to be agreeable to any suggestion of the host or hostess.

4. On leaving, thank the hosts for an enjoyable time.

5. When visiting overnight, take everything necessary with them, and are careful not to inconvenience anyone.

6. Follow the routine of the household they are visiting, helping with the housework, and keeping their own room in order.

7. On returning home, promptly write to their friends to thank them for an enjoyable overnight visit.

When Introducing

1. Introduce a gentleman to a lady, a younger person to an older one.

2. Introduce each guest to everyone at a small party. It is sufficient to announce the names one after another, as, "Miss White, I would like you to meet my mother, my father, Ruth Henry, Rose Davis, Jack Cullen."

3. Acknowledge introductions by bowing and mentioning the name of the person introduced to: "How do you do, Miss Kirby."

My Practice

1. I will be thoughtful of the host and hostess when I am visiting.

2. I will be polite and thoughtful to guests at my home.

3. I will be quick to make an introduction when I am with people who have not met before.

Projects

1. Dramatize the proper way of introducing (a) your mother and your teacher; (b) a companion of yours and your father; (c) a boy and a girl (d) yourself to a priest.

2. Give a short talk on "The visitor I shall invite again."

A SUPERVISORY INVENTORY

*By Sister Josephina, C.S.J., Boston College,
School of Education, Chestnut Hill, 67, Mass.*

MANY SCHOOL ADMINISTRATORS ASK THEMSELVES, from time to time: How effective is the supervisory program in my school? To resolve this answer one need look only to the principal within the schools concerned, because the principal is one person in whom is vested much power for the carrying out of an effective supervisory plan. All will agree that supervision is a necessary function for the insurance of adequate teaching and learning within the school. These two very important phases of the school's duties are complementary, because there will be learning to the degree that there has been teaching. To the principal then is given this responsibility to see that teaching and learning are taking place in an economical and efficient manner.

Briggs¹ has described supervision as the means employed to coordinate, stimulate and direct the growth of teachers so that they in turn will do the same for the pupils under their charge. Technically speaking, supervision enters into all facets of the school program, from the school custodian to the superintendent.

Holds Strategic Position

The principal holds the strategic position for the carrying out of the above objectives of supervision. He is the person through whom will come the needed help for both pupils and teachers.

Recognizing that the principal is the coordinator of the supervisory program, what does one expect from the person responsible for this all-important work? First, the principal has duties and responsibilities towards the teachers in the school over which he has jurisdiction. To the experienced teacher he should offer means to utilize her abilities not only for the pupils under her charge, but also for the new, inexperienced, and average teacher. To these, the key teacher can be of tremendous help through her powers of leadership and stimulation. In the principal's hands, then, is a bulwark of help and strength in things scholastic.

Inspire Confidence

So that good rapport be evident between the principal and his teachers, the characteristics of loyalty, a spirit of understanding and sympathy, a spirit of progressiveness should be evident. The ability to inspire confidence in the teachers under his supervision is one of the most important traits which should be possessed by the principal. This is best engendered by a confidence in one's self, in one's abilities, and however paradoxical as it may seem, there should be a certain humility, a deep feeling of always being the learner.

Possessing these personality characteristics, the principal should be professionally prepared for his work. The preparation entails a cultural, academic, and specific training. It is most advantageous that the principal has been actually a teacher of the grades over which he now exercises supervision. School authorities should take the

cue from people in industry who appoint men in key positions who have had the needed training and experience. How frequently a principal is placed in an elementary school with little or no actual teaching experience nor professional preparation in this level. The many problems inherent in today's complex living demand a person qualified professionally and academically.

Traits Discernible

Given then an individual with the training and experience, with a strong character and pleasing personality needed for successful working with others, certain discernible traits will be evident in his workings with the teachers and pupils in his school. Among these will be the following:

1. A belief in the worth of each individual.
2. An understanding of the educability of all pupils.
3. A mutual feeling of respect and loyalty for each member of his faculty.
4. A desire to learn from others—his colleagues, the community.
5. A love and enthusiasm for his work.

The heart of the supervisory program is the pupil, with his needs, capabilities, interests, short-comings and defects. For the pupils, then, the principal will exert every power that the learning be most effective. Around the pupil revolves the curriculum practices, teaching methods, materials of instruction, and the general maintenance of the school plant. The effectiveness of any program will be measured in terms of the behavior changes it effects in the pupils.

Changes Can Be Observed

It is true that there are changes which are not directly observable. However, there are ways in which these intangible changes can be observed, in that the attitudes, ideals of pupils can be improved. Learning is the modification of behavior. Those pupils who change their pattern of conduct through personal experiences, either by the acquisition or by the inhibition of non-acceptable habits are learning in the true sense of the term. The effectiveness of the supervisory program will be judged not merely by paper and pencil results from examinations, but also by the broader and more lasting results from changes in behavior. Facts are important. Nevertheless, they can never be emphasized to the extent that habits, attitudes and skills are minimized. An effective supervisory program will recognize the intangible as well as the tangible outcomes of education. Schools are training boys and girls to be individuals of strong character, who recognize their place in today's world.

The needs of the pupil will be the bases upon which to plan a supervisory program for the year. These needs, though general in character, will be specific according to each child. Every pupil has the inherent need for belonging, security, recognition and success. He will be given opportunity to express himself, to associate with his peers, to achieve some modicum of success. At times he even has the right to fail. The pupil, then, will be the heart of the supervisory plan.

As the principal so the school, and as a necessary corollary, as the teacher so the class, is often heard in academic circles. Realizing that the teacher is the means for the carrying out of the supervisory program the principal will have definite responsibilities towards every teacher in his school. A feeling of rapport is so needed, and once that this is present, teachers will recognize in their principal their ally. Teachers' meetings, conferences, and other recognized supervisory techniques will serve as means to make a supervisor—the principal—respected and admired.

Supervisory Conference

Of all the techniques used, the supervisory conference with the teacher after a classroom observation is the most helpful to teachers. This has been aptly called the "flower and fruit of supervision."

Therefore, it is necessary to reexamine supervisory objectives occasionally and ask ourselves how valuable have been our techniques towards the improving of the teaching and the learning within our school. Not only the teachers and pupils enter into this evaluation, but also the principal himself should attempt to measure his supervisory status and note the growth within himself, academically, professionally, culturally, and spiritually. Only under this scrutiny from time to time can a principal hope to lead others in things scholastic.

Academic Inventory

Occasionally, a principal may take academic inventory of himself by examining the degree to which the following traits enter into his supervisory activities (it is incidental that the initials of the traits spell out the word: supervisor):

Sympathy—to appreciate the hum-drum daily work of my colleagues.

Understanding—to get close to the problems of my teachers, pupils, parents.

Preparation—to be ever improving my work as a supervisor-principal.

Enthusiasm—to give self to others.

Resourcefulness—to utilize time, energy, talents of others to the best advantage.

Vision—to see into the future as being patient for improvement.

Initiative—to be ever in the front line of leadership.

Sincerity—to respect others' opinions, confidences and rights.

Open-mindedness—to be able to listen and to accept change for the greater good.

Rapport—to be approachable at all times by subordinates as well as equals.

¹ Briggs, T., *Improving Instruction*, Macmillan Company, 1938.

Semitic Literary Characteristics

(Continued from page 367)

tender—God the Father—does in the metaphor, namely, pruning, cutting, throwing the dead branches into the

fire, has a parallel in the spiritual order.

Similarly all biblical literary forms must be interpreted according to their conventional usage in ancient Hebrew literature, and not immediately at face value or according to modern western norms. Just as we have learned to give the poet his license, so we have to make allowances for the artistic and stylistic patterns of the sacred writers. It is the literary form of Hebrew poetry which must be kept in mind when interpreting the first chapter of Genesis;¹⁵ the literary form of prophetic oratory when uncovering the message of the prophets; the apocalyptic form that guides us to a correct understanding of the Apocalypse and the eschatological sermons of our Lord.

(To be continued)

A Reading Lesson

(Continued from page 365)

(Question and Answer Column) Attention to this column leads to a wider range of locational skills. From it is derived the knowledge that valuable information may be gained by reading such columns in the diocesan papers, that many of the questions asked by the readers of the paper, are things we ourselves would like to know also. During the discussion periods these values are evoked as responses.

Conclusion

I should very much like to be able to say that, after this project was launched, the class subscribed to the diocesan paper 100%. But they didn't! Eight of them still looked on with others. Finally I requested the faculty to ask their students for last week's issue each Wednesday, and in that way we secured enough to allow for individual work. Appreciations and values are being formed, even if some of the pupils can't induce their parents to subscribe for them. Never did we put pressure upon them to do this.

Despite the fact that eight did not get their diocesan paper, I consider the project very successful both according to reading standards and skills acquired, and according to spiritual values for life. Because I have tried to water, God has given at least an increase.

Starring for Christ

(Continued from page 360)

ring, symbols of the complete consecration of her love to Christ. Her life's work was about to begin as a lover of Christ alone, as a teacher, a nurse, a sacristan, a laborer in the mission fields, a worker among the orphans, or any other work for which she was trained.

Christ needs eager and generous souls, who aren't afraid of going the "whole way" for Him. The life of a priest or a Sister is a challenge from Christ who said, "He who can take it, let him take it." Will any of you accept Christ's challenge?

A typical installation of full-upholstered American Seating BODIFORM Chairs. School records show that students treat upholstered auditorium chairs with greater care than they do plywood chairs. It's not surprising, considering the vast difference in appearance and comfort.



Auditorium in St. Vincent's College, Latrobe, Pa., is equipped with 992 full-upholstered BODIFORM Chairs.

First choice of America's finest schools

American Seating Bodiform® Chairs



Full-upholstered American Seating BODIFORM auditorium chairs come in a wide range of styles and colors. All models are available with tablet-arms.

American Seating BODIFORM full-upholstered auditorium chairs will be *your* first choice, too, when you see them. First: They are attractive *and* restful — give matchless comfort, thanks to seats with spring-arch construction, backs with body-fitting contours.

Second: Automatic, silent, $\frac{3}{4}$ -safety-fold seat action allows more room for passing, easier housekeeping. And third: The fabric upholstery contributes importantly to good acoustics.

American Seating offers the most complete line of school furniture and auditorium chairs on the market, with the greatest use-values in every price class. More schools buy American Seating products than any other make — consequently, more students go to school to the comfort and good posture of American Seating equipment than to any other type or make. Write for our newest literature.

**AMERICAN
SEATING**



WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Michigan. Branch Offices and Distributors in Principal Cities. Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs.



Choosing a CATHOLIC COLLEGE Series

MARYGROVE COLLEGE

A Catholic college for women, resident and day, conducted by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary. Originally located at Monroe, Michigan, Marygrove College (then known as St. Mary College and still retaining that original corporate title) was empowered in 1910, by the State Legislature, to grant academic degrees; in 1914 the College was authorized to grant teaching certificates by the State Department of Education.

LOCATION

Marygrove College is situated in northwest Detroit, 6 miles from the center of the city. Though conveniently located for the cultural opportunities afforded in Detroit, the campus is sufficiently large and far enough removed from the city to preserve its own atmosphere. Communications regarding admissions should be directed to *The Registrar*.

ACCREDITATION

Marygrove College is accredited by the North Central Association and approved by the American Association of Universities.

COLLEGE OBJECTIVES

Marygrove College operates, very simply, on the basis that a college exists for its students; that it is obligated to provide them with the means to the end it promotes; and that they themselves are ultimately responsible for the development they achieve. The working philosophy of Marygrove is *Catholic*; faculty and students recognize the temporal order as a means to the eternal, and aim "to do the truth in charity" on each level of human action: physical, intellectual, moral, spiritual. The curriculum is designed for *women*. Women, as women, have an appropriate function to perform in the world. College women should excel in that function in home, business, and all other social relations. A woman's education, therefore, must strike the same intellectual level as a man's, but should, over and above this, be distinctively characteristic in aim and emphasis. Marygrove is a *liberal arts college*. The pattern of education is based on St. Thomas' concept of the liberally educated

person: a character architect who orders his own life to a harmonious union of scientist, artist, philosopher, and saint. Marygrove is also essentially a *practical* college. Every department which offers a major is responsible for preparing each of its graduates for some type of suitable after-college occupation. Moreover, all students are urged to get work experience while they are in college for the sake of first-hand acquaintance with the intellectual, moral, social, and financial aspects of making a living.

FACULTY

Sisters, Servants of the Immaculate Heart of Mary, priests, lay men and women.

LIBRARY

71,463 volumes, 471 current periodicals, collection of papal documents on microfilm, audio-visual pedagogical aids.

DEGREES

Bachelor of Arts (Art, English, French, Spanish, Latin, Journalism, Psychology, Sociology, Speech, Special Education, Mathematics, History and Political Science.)
Bachelor of Science (Biology, Chemistry, Economics, History and Political Science, Home Economics, Mathematics, Occupational Therapy, Physical Education, Special Education, Journalism, Psychology.)
Bachelor of Music.

CURRICULAR DIVISIONS

- I. *Division of the Arts of Communication*, including the departments of English, Speech and Drama, Classical Languages, Modern Languages, Art, Music.
- II. *Division of Natural Sciences*, including the departments of Biology, Chemistry, Physics, Mathematics, Home Economics, Physical Education.



- III. *Division of the Science of Social Relations*, including the departments of History and Political Science, Economics, Journalism, Sociology, Psychology.
- IV. *Division of Philosophy and Religion*, including the departments of Religion, Philosophy.
- V. Bachelor of Science degrees in *Occupational Therapy* and *Special Education* are obtainable in a co-operative program between Marygrove College and Wayne University.

CO-CURRICULUM

Personnel Services: Student Health and Guidance Services; Teacher Placement Service; Freshman Orientation Program; Annual Retreat; Formal and Informal Functions.

Athletics: Athletic Association; fully equipped gymnasium for indoor sports and athletics; eight tennis courts and the hockey, archery, baseball and golf-practice fields offer ample facilities for physical education instruction and recreational activities.

College Societies and Clubs supplement the work of the departments of the curriculum.

ADMISSION: GENERAL REQUIREMENTS

Graduates from accredited high schools, who are recommended by their principals, as well as those who wish to transfer from another college, may be admitted to Marygrove College if character and social recommendations meet with approval and if the scholastic requirements of Marygrove are met. Application forms for admission must be secured from *The Registrar*.

ADMISSION: SCHOLASTIC REQUIREMENTS

Freshman class applicants: Candidates must present a minimum of 15 units which shall include at least two major sequences of 3 units each and 2 minor sequences of 2 units each, selected from the five groups which follow (*N.B.* A unit represents the amount of credit received for a subject pursued 5 periods a week for at least 36 weeks; 2 laboratory periods count as 1 classroom period): A. *English*; B. *Foreign Language* (a sequence here means work in a single language: Greek; Latin; French; German; Spanish); C. *Mathematics-Physics*: a minor sequence here must include 1 unit of Algebra and 1 unit of Plane Geometry; a major sequence is formed by adding 1 or more units from the following: Advanced Algebra ($\frac{1}{2}$ or 1); Solid Geometry ($\frac{1}{2}$); Trigonometry ($\frac{1}{2}$); Physics (1); D. *Sciences*: Physics (1); Chemistry (1); Botany (1); Zoology (1); Biology (1); E. *Social Science*: Ancient History (1); European History (1, $1\frac{1}{2}$, or 2); American History ($\frac{1}{2}$ or 1); American Government ($\frac{1}{2}$) Economics ($\frac{1}{2}$ or 1). Remaining units needed to make up the 15 may be taken from other subjects counted toward graduation.

N.B. Students who do not completely satisfy the foregoing requirements, but who give evidence that they are capable of college work, may be admitted by examination.

Advanced Standing Applicants: Students seeking to transfer to Marygrove must present evidence of honorable dismissal from the college last attended as well as a transcript of high school and previous college work.

ANNUAL EXPENSES

Tuition	\$300.00
Board and Laundry	400.00
Single room with bath	175.00
Single room without bath	150.00
Double or triple room without bath	100.00

SCHOLARSHIPS

Full and partial scholarships are offered. For information write *The Registrar*.

ILLUSTRATIONS

Opposite page, top row: Madame Cadillac Hall, student residence; hospital work—part of the volunteer Social Action program; Home Management House used by home economics majors.

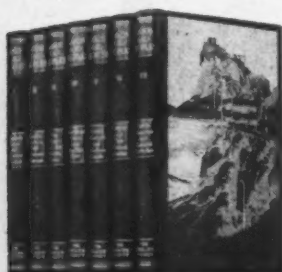
Opposite page, bottom row: Academic procession, Sacred Heart Chapel; evening date may include listening to records in "Hi-Fi" room; formal dance group.

This page: Psychology major observes youngsters at play in Marygrove Nursery School; biology laboratory, time out for coffee during free hours in the Coke Room; journalism major gains experience helping out in college publicity office; and Baking in Quantity Cookery class.

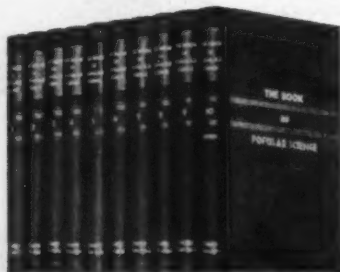


WHAT IS THE GROLIER SOCIETY?

THE GROLIER SOCIETY was founded in 1895 by men whose purpose was to publish good books in fine bindings, but who could not have envisioned how completely that purpose was one day to be fulfilled. ¶ They borrowed the name Grolier from a great French bibliophile. They used the word Society because in their day it was synonymous with "company." ¶ Grolier's first publications included volumes of history and collections of literary classics. It wasn't until 1910 that, with the publication of *The Book of Knowledge*, The Grolier Society found itself embarked on the publishing program that has made its name world-famous. ¶ Today, The Grolier Society publishes the five sets illustrated on this page and 13 other major reference works. Each set performs a different educational function but all share certain special values. Each is designed not merely to inform but also to encourage intellectual curiosity. Each derives authority from editors and consultants of the highest possible position in their fields. Each is continuously revised so that the most recent edition of each describes and explains the march of events, discoveries and achievements. Each—in the library and in the schoolroom—is increasingly depended upon as a basic *teaching tool*.



LANDS AND PEOPLES
7-volume work covering the world and its peoples from the social studies viewpoint.



THE BOOK OF POPULAR SCIENCE
The only science reference set of its kind; modern, complete for classroom and library.



GROLIER ENCYCLOPEDIA
Authoritative 10-volume, popular-priced encyclopedia alphabetically arranged; short concise entries for quick general reference.



RICHARDS TOPICAL ENCYCLOPEDIA
Fascinating 15-volume topical encyclopedia that contains hundreds of teaching units.



THE BOOK OF KNOWLEDGE
20 volumes completely revised from earlier editions; an almost indispensable classroom teaching tool; a quick fact-finding cross-index in volume 20.



THE GROLIER SOCIETY INC.
2 West 45th Street, New York 36, N. Y.

America's largest publisher of encyclopedias and reference sets



Book Reviews

The Mystery of Godliness. By Ceslaus Spicq, O.P. (Fides, Chicago, 1954; pages 183; price \$3.50).

This is a book for priests, written by a priest and inspired by the writings of a priest: St. Paul, who said of himself: "Follow my example, then, I entreat you, as I follow Christ's." (I Cor., 4, 14-16)

Father Ceslaus Spicq is eminently qualified for the task to which he sets himself in this work. This Dominican is a renowned Scripture scholar and has written extensively in his field. The present book is a translation (by Jex Martin) of his *Spiritualité Sacerdotale*, published in France by the celebrated Editions du Cerf.

As the author himself states in the introduction, his method of handling the pastoral epistles of St. Paul to Timothy and Titus is to examine therein the major themes of the Pauline texts on the mystery of the Church; the Sacrament of Holy Orders; the apostolate; priestly virtues, etc. This examination Father Spicq accomplishes by a constant recourse to cognate sections of other letters of Paul and to other Biblical texts. This technique results in what he describes as a "scriptural theology of priestly life."

Under Christ, the "Apostle of the Gentiles" is undoubtedly the most perfect model of that blend of contemplation and action that lies at the very core of all priestly ministry. He knew, with an inspired intuition, that he could not live unto others until Christ first lived in him. The constant and harsh demands made upon Paul by the exigencies of his priesthood could be answered only by a soul tried by fire; made firm by an unshakable trust in "the origin and the crown of all faith . . ." (Heb., 12, 2). And by the follower of Christ (and especially by the ambassador of Christ) the challenge of

the Christian life must be accepted in an attitude of consideration of "Him who endured such opposition from sinners against Himself, so that you may not grow weary and lose heart" (*Ibid.*, 4).

There is nothing new about *The Mystery of Godliness*. How could there very well be anything new on a subject so classic that it has formed the warp and woof of books without number? But there is something refreshingly different about the book. It is this: the author has succeeded, by an ingenious linking of Pauline texts, in producing a series of integrated conferences paternally delivered to you, a priest, in the spirit of that pattern for priests, Paul of Tarsus.

The chapters (which contain a number of subdivisions) are indicative of the method of treatment. To mention three of the twelve: "The Apostolate"; "Theological Virtues of the Priest"; "Fortitude in the Priestly Ministry."

There is warmth and solidity in the book, and for private meditation it is valuable indeed. For priests who give conferences and retreats to their fellow priests, it provides a very useful alignment of ideas for development in their talks.

(Very Rev.) AIDAN M. CARR,
O.F.M.Conv.

Speaking Spanish. By Ruth R. Ginsburg and Robert J. Nassi (Allyn and Bacon, Inc., New York, 1955; pages 276).

Speaking Spanish is an introductory course that will be welcomed as a study by classes below high school level. The primary purposes of this book: (1) to encourage pre-high school study of the language and (2) to provide a natural, interesting introduction to Spanish for every pupil who uses the book, are well accomplished throughout the text. The first of these is definitely

brought to the reader's notice through the sense of achievement the pupil would acquire from the very outset. The content material included in the beginning lessons is simple enough for young students and challenging enough for the older students. The second purpose is accomplished through the variety of dialogues, colorful pictures, and popular songs included in each lesson.

Each of the twenty-six basic lessons begins with a unit of conversation dealing with practical, real-life situations. This in itself is enticing for pupils. The oral and written exercises at the conclusion of each lesson help the student to realize how well the sounds and sentences have been mastered before proceeding to the next lesson.

The author has used every effort to make the book attractive and to place the learner in the atmosphere needed for the study of Spanish.

The last forty-two pages provide a Spanish-English vocabulary as an aid to the reader; a few brief rules for pronunciation; the essential points of grammar; and a classified vocabulary.

The reviewer feels that this book will create in the student a lively interest and sufficient appreciation to lead him to continue the study of Spanish after completing the course as limited within these pages.

SISTER MARY ROBERT, O.P.

Industrial Arts for the General Shop. By Delmar W. Olson (Prentice-Hall, Inc., N. Y., 1955; pages 307; price text, \$4; trade edition \$5.35).

This is a textbook which deals with a variety of shop trades; namely, woodworking, metal work, industrial drawing and designing, electrical industries, graphic arts, and ceramics. Consequently these trades are not treated in detail, but rather in a broad and fundamental



Choosing a CATHOLIC COLLEGE Series

ST. JOSEPH'S COLLEGE for WOMEN

A Catholic day college for women, St. Joseph's is conducted by the Sisters of St. Joseph. The College holds its charter by grant of the State of New York given in 1916, and the governing power of the Corporation is vested in the Board of Trustees whose president is, *ex officio*, the Bishop of Brooklyn.

LOCATION

The location of the College, Clinton Avenue, Brooklyn, N. Y., provides easy access to and from all parts of the metropolis. Additionally, the location makes accessible the benefits of a large number of organized sources of culture. Communications regarding admission should be addressed to *The Registrar*.

ACCREDITATIONS AND AFFILIATIONS

The College is accredited under the Association of Colleges and Secondary Schools of the Middle States and Maryland, University of the State of New York, Department of Education of the State of New York. It is a member of the Catholic Education Association, American Council on Education, Association of Colleges of the State of New York, Association of American Colleges.

COLLEGE OBJECTIVES

St. Joseph's College is dedicated to the education of women after the ideals of the liberal arts. Consecrated to our ideals of service, we believe that we can best achieve this by a selective policy of admission. We are convinced that the only

aristocracy is that of talent, character, and labor. The extra-curricular life of the undergraduate is not conceived as a divorced unit, but as an integrating part of education. To this end the faculty has approved of a constitution for the Undergraduate Association which gives that body autonomy. As part of its contribution to the democratic plan of living, St. Joseph's has striven to give the student a chance to live in an academic democracy. St. Joseph's tries to study the student in her background and imagines her as a future alumna, and to this end strives to make her a part of its academic world. St. Joseph's does not operate on the hypothesis that she is an intellectual aspirant alone, but has regard for her emotional evolution as well. It does not deal with her as an individual solely, but as a social unit. We are committed to the thesis that education is living as well as learning.

FACULTY

Sisters of St. Joseph, priests, lay men and women.

LIBRARY

38,000 volumes, 316 current periodicals, audio-visual pedagogical aids.

DEGREES

Bachelor of Arts in English, History, Mathematics, Social Sciences, French, Spanish, Psychology, Child Study, Biology, Chemistry.



CURRICULAR DEPARTMENTS

History	Greek	Music
Physics	Latin	Religion
Biology	French	Education
Chemistry	German	Psychology
Philosophy	Spanish	Mathematics
Social Science	English	Child Study
	Physical Education	

CO-CURRICULUM

Personnel Services: Health Program; Guidance Program; Annual Retreat; Placement Bureau; Formal and Informal Social Functions.

College Societies and Clubs: Art Club; Book Exchange; Debating Society; Dramatic Society; Glee Club; Child Study Club; College Choir; Language Club; Hispania; Fernsemer Verein; Cercle Molière; Literary Society; Mercier Circle; Missal Club; Religion Committee; Social Service Club.

Student Publications: *Topas* (newspaper); *Loria* (literary magazine); *Footprints* (annual).

Athletics: Athletic Association; volleyball; basketball; softball; badminton; archery; golf.

ADMISSION: GENERAL REQUIREMENTS

There are three plans listed under *Scholastic Requirements* below, but, in general, all applicants must submit a report from the high school Principal. It is advised that all candidates be interviewed by one of the Officers of Admission, appointment for such to be arranged by phone or mail.

ADMISSION: SCHOLASTIC REQUIREMENTS

Plan 1: The candidate should present evidence that she will have completed four years of secondary school by the end of the current academic year. It is expected that she will have acquired skill in English composition, a good command of at least one foreign language, a reasonable competence in Algebra and Plane Geometry and an acquaintance with the principles and methods of one natural science. The candidate will take the Scholastic Aptitude Test administered by the College Entrance Examination Board. Applications to this board are addressed to Box 592, Princeton, N. J.

Plan 2: Candidates under this plan must have achieved a scholastic average of 75% in units of work listed below and must present a statement from the Principal attesting to the applicant's ability to pursue college work. Evidence of sixteen units of high school work, prescribed and elective, must be presented as follows: *Prescribed Work:* English (4 units); Foreign Language (3 or 4 units, either three years of one language or two languages of two years each); Algebra (1); Geometry (1); History (1); Science (1). *Electives:* History, Science, Mathematics, Foreign Language, Comprehensive Art, Music, or other subjects at the discretion of Admission Officers.

Plan 3: Applicants, who for sufficient reason cannot take the College Board Examinations, may be admitted to matriculation if they are recommended by their Principals and give evidence to do work at the college level, both by high school record and by passing a number of tests given by St. Joseph's College.

EXPENSES

Tuition	per point, \$13.00
Medical Fee (upon entrance)	25.00
Registration	5.00

SCHOLARSHIPS

Three competitive scholarships are awarded annually to those students who achieve the highest scores in the College Board Entrance Test taken in December, January or March of their senior year. Other full or partial scholarships are available, for information on which, communications should be directed to the Registrar.

Opposite page, top row: Modern Dance program; mothers and fathers, students and faculty enjoy an evening at the College.

Opposite page, second row: students study between classes; an informal dance in the gymnasium; in the College chapel.

This page, top row: members of the Child Study program and their friends; St. Joseph students await their dates for a formal function; section of campus.

This page, second row: Guidance Program (religious, social, educational); another view of St. Joseph's College buildings.

manner. If this is what a shop instructor is looking for, then *Industrial Arts for the General Shop* will serve his purpose admirably. This book would serve very well as a preparatory course to the trades treated, very much as a course in general science prepares junior high school pupils for courses in physics, chemistry, and biology. Likewise, an adult who has an interest in these trades with a view to being handy around the home, or who indulges in them as a hobby, will find the book very helpful.

The author, Delmar W. Olson, is an expert in his field and is a professor of industrial arts at Kent State University, Ohio. He was assisted in the preparation of the book by other instructors and professors at this same university.

Industrial Arts for the General Shop is divided into seven chapters and an index. In the first chapter the author gives an encouragement to the student by pointing out the value of the trades treated and the advantages to be gained from them. The second chapter deals with those elements of mechanical drawing and designing which are necessary for the various trades. The next five chapters are devoted separately to the wood, metal, electrical, graphic arts, and ceramic industries. These industries are explained as to their origin, development, and importance. The names and purpose of the various tools and machines and how to use them is explained, together with the various techniques relative to production.

At the end of each chapter the author provides a plentiful bibliography for the trade therein treated. Each chapter also has plenty of group activities and questions which will help both student and teacher in the learning process. Throughout the book are numerous pictures, drawings, and diagrams, helpful for an understanding of the trades treated. These pictures give young students not only an understanding of the text but also an encouragement to keep at the trade.

The language is not too technical. Explanations; e.g., on how to operate some machine or on how to perform a particular job, are given in a precise, step-by-step manner. The print is clear and large enough for easy reading.

Everything combined gives this

book a great teaching value. It very well fulfills the purpose stated by the author in his introduction—namely, "to acquaint the students with the basic materials, tools, machines, processes, occupations, and industries upon which the American economy depends . . ." After finishing this book the student will not only have learned the fundamentals of the trades therein dealt with, but he will also have increased his interest and desire to learn more about one or more of them.

(Rev.) PHILIP PASCUCCI, S.D.B.

An Essay on Christian Philosophy.

By Jacques Maritain, tr. by Edward H. Flannery (Philosophical Library, New York, 1955; pages 116; price \$2.75).

This penetrating work makes a timely reappearance at an hour when we are feeling the effects of separation of abstract thought from theological reference. That divorce is asserting itself even in Catholic thought through the liberal tenet that knowledge, investigation, study are sturdy vines that can survive the rankest weeds of skepticism and agnosticism. Thus we have seen a Catholic teacher defending the choice of a state university over the small Catholic college.

Maritain's thesis is one of setting straight: Admitting that the designation of *Christian* does not refer to philosophy in its philosophic essence, he adds: "Let us not be unmindful, however, that we are dealing here with a pure, abstract essence. It is all too easy a matter to endow such an abstraction with reality, to clothe it as such with a concrete existence. An ideological monster results: such as, in my opinion, occurred in the case both of the rationalists, and the neo-Thomists . . ."

This short essay deals with the problem on the highest level of philosophic principles. But for all but the professional philosopher it is well to draw out the study in some of its practical applications.

Both the Miltonic canard of the unsinkability of truth and the misapplied Newmanistic view of the sacrosanctness of knowledge *qua* knowledge have filtered into modern intellectual life. These viewpoints have undoubtedly contributed to the "ivory tower" condition of secular study that holds itself excused from

practicalities and often from commonsense—but nearly always from recognition of, much less worship of, the Holy Spirit.

It is this fact that so markedly sets the modern intellectual apart from the intellectual of medieval times. The love of learning may be just as devout, the tools may have been sharpened so that the obscurities of time and history are peeled more incisively away—but the reference has disappeared. Even truths seen in the dismal glare of the Wasteland where the sun of Truth never rises appear sterile and inadequate.

Against this frankly pagan outlook Maritain states the single answer that there is a Christian philosophy—a fact that is denied openly by those who deny Christianity and denied in fact by those who admit to the aforementioned divorce of truth and its Author. "Philosophy is of necessity in a Christian or non-Christian state, that is to say, in the modern world and for those regions to which the New Law has been promulgated, in a Christian state or in a state fallen way from Christianity, in a state of integral nature or a state of deviation."

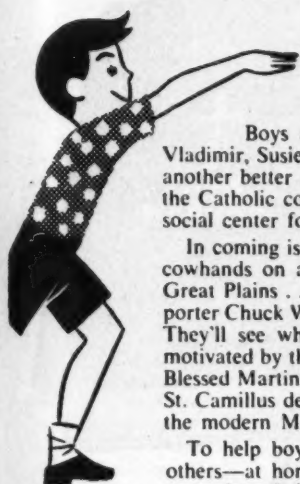
The author pinpoints with delicious exactness the true cause of modern annoyance with Thomism: Not its "speculativeness" but its *objectivity*. The modern thinker, in the words of Maritain, concerns himself "in devouring and reflecting upon the findings of the physicists and the mathematicians." At the root of this conception Maritain sees "a vague craving to win for the human mind the plenteous self-satisfaction which Jean Jacques attributed to divinity when he expressed a wish to be 'like God'—fully content with himself and his conscience."

Modern scholarship has said with Thomas Paine: "My mind is my Church." It has failed to realize that, in setting up self-worship, it is in effect destroying its sanity, for no fallible being can remain convinced of the divinity of his own intellectual powers without going insane.

This is a truism Maritain recognizes in this statement: "The medieval intelligence was, as it were infatuated with objectivity by the very fact that it was fixed on a superhuman object. Rationalism, through its denial of all truth above the level

(Continued on page 395)

... a kind of Christian Social Center ... for Everyone



Boys and girls of every age—Bill, Pancho, Lee, Vladimir, Susie, Otto, or Gretchen—will learn to know one another better . . . as they enjoy reading **TREASURE CHEST**, the Catholic comic magazine. It's truly a kind of Christian social center for everyone.

In coming issues they will see what it's like to live as . . . cowhands on a western ranch . . . wheat farmers on the Great Plains . . . citrus growers in Florida. They'll join Reporter Chuck White as he covers an exciting prize fight story. They'll see what it means to be "good neighbors" when motivated by the corporal works of mercy—in the stories of Blessed Martin de Porres . . . St. Louise of Marillac . . . and St. Camillus de Lellis. They'll be inspired by the exploits of the modern Mexican martyr, Father Pro.

To help boys and girls to learn how to get along with others—at home, at school, and in the neighborhood—to appreciate their Christian heritage . . . and to act accordingly, be sure they see the next ten issues of fact and fun in **TREASURE CHEST**.



GEO. A. PFLAUM, Publisher, Inc.

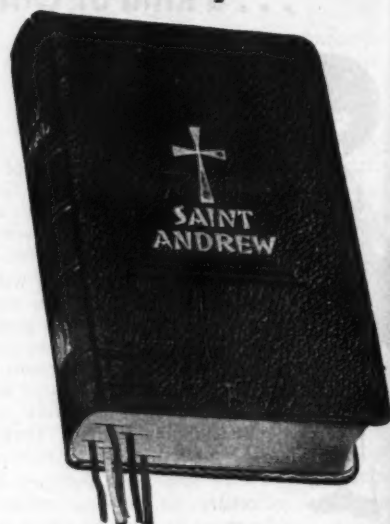
38 West Fifth Street, Dayton 2, Ohio

Teach the Missal More Effectively

with

THE SAINT ANDREW DAILY MISSAL—Regular Edition

BY DOM GASPAR LEFEBVRE, O.S.B.



DISCOUNTS TO CLERGY AND RELIGIOUS

JUNIOR EDITION \$3.50 and up

29 full color photographs. 110 pictures in appropriate liturgical colors. Especially legible type throughout.



FOUR VOLUME EDITION
\$6.25 and up

A book for each Church season; each complete, small and light; sized for pocket or handbag.



LARGE EDITION . . \$7 and up
2128 pages for those who love the liturgy; an encyclopedia of information. Vespers and Compline for Sundays and Feasts. . . . 31-page Kyriale with Gregorian music.

FREE—32-page booklet
giving you tips on teaching the Missal:
"In the Years Ahead What Will
They Remember?"

More teaching Sisters use the Regular Edition of the SAINT ANDREW DAILY MISSAL than any other, and here's why:

- Explanatory marginal notes aid the student to pray the Mass properly and intelligently.
- Liturgical commentaries aid the student to live the Mass.
- Numerous illustrations aid in visualizing Scripture scenes.
- Includes benediction, litanies, Confession, Communion, prayers, and other devotions.
- Condensed lives of the saints encourage the student to read their complete lives.
- Students' edition (0-R, \$3.75 retail) and many other bindings.

RETAIL PRICES FOR THE REGULAR EDITION

0-R	—Black skiver grained imitation leather, red edges . .	\$ 3.75
1-R	—Imitation leather dull finish, colonial grain, burnished red edges	6.25
1½-R	—Imitation leather, dull finish, colonial grain. Red under gold edges	7.00
2-R	—Genuine leather, levant grain, red under gold edges	9.50
5½-R	—Genuine morocco, pearl grain, burnished red edges	10.00
5-R	—Genuine morocco, pearl grain, red under gold edges	11.00
5-HR	—Genuine morocco, in grain, leather lined, very flexible, red under gold edges	13.50
6-HR	—Genuine morocco, pearl grain, leather lined, very flexible, red under gold edges. Colors: red, blue, green	16.00

Write for free illustrated folder describing the three editions of the Saint Andrew Daily Missal—regular, 4 volume, and large.

ORDER FROM YOUR CATHOLIC BOOK STORE OR:

THE E. M. LOHMANN COMPANY • 413-415-417 Sibley St. • St. Paul 1, Minn.

ANNOTATED LIST OF SELECTED BOOKS

THE PRESENT ANNOTATED LIST OF SELECTED BOOKS marks the sixth annual listing of current books, the first having appeared in our issue for April 1951. The work of an active librarian, who keeps close to the various publishers' output and what reviewers think of the books as they appear, this present list is offered by Mr. Laurence A. Leavey of St. Vincent College Library, Latrobe, Pennsylvania.

Guide Student Reading

It will serve as a reminder to teachers of books that they promised themselves to read but have not yet done so. The titles offered under the fiction and juvenile headings will aid teachers to guide students in their reading. As for an anthology, allowance must be made for omissions.

RELIGION and APOLOGETICS

Bonnet, Père Leon. *Our Lady Speaks.* Trans. by Leonard J. Doyle. Grail. \$3. Subtitle: "Thoughts on Her Litany," as though told by Her.

Burn-Murdoch, H. *The Development of the Papacy.* Praeger. \$7.50.

A scholarly summarization of the arguments, pro and con, the Petrine supremacy. The author, a Scottish barrister, offers no definite conclusions.

Campbell, Kenneth R. *Maria de Guadalupe.* Pageant Press. \$3.

A simple and reverent re-telling of the story of Mexico's shrine.

Carol, Juniper B., O.F.M., Ed. *Mariology.* Bruce. \$6.75.

The president of the Mariological Society presents in the first volume of a proposed annual series a scholarly discussion by outstanding Marian specialists of Mary's status in the Church.

Catherine Thomas, Mother, O.Carm. *My Beloved; The Story of a Carmelite Nun.* McGraw-Hill. \$3.50.

An understanding and pleasing account of the contemplative life in America. Rev. Alfred Barrett, S.J., (*Catholic World*, June 1955, p. 233), calls it "a needed corrective to the sentimental approach to religious life."

Chaine, J. *A Guide to the Prophets of Israel.* Translated by Brendan McGrath, O.S.B. Joseph F. Wagner, Inc. \$3.95.

"It is, as indicated in its subtitle, a guide to the reading of the Prophets, a help to understanding the historical background in which each prophecy appeared. And, let it be said immediately, an excellent guide, a great help for seminarians, priests, and in general for anyone desirous of understanding better the Old Testament and prophetic literature" (J. E. Lussier, S.S.S., *Emmanuel* June 1955, p. 280).

De La Bédoyère, Michael. *Living Christianity.* McKay. \$3.

The editor of the London *Catholic Herald* herein presents a strong, and sometimes controversial, plea for vitalized Catholic action.

Ehler, Sidney Z., and Morrall, John B., Eds. *Church and State through the Centuries.* Newman. \$6.75.

A selection of official documents detailing specific church-state relationships from earliest times to the present.

Foster, Paul, O.P. *Two Cities: a Study of the Church-State Conflict.* Newman. \$1.25.

A brief, scholarly introduction to this subject.

Geaney, Dennis J., O.S.A. *You Are Not Your Own.* Fides. \$3.25.

A practical manual of Catholic social action for the modern layman and laywoman.

Guardini, Romano. *The Rosary of Our Lady.* Kenedy. \$2.50.

A slight but informative work, in the author's customarily lucid style, on the nature and form of the Rosary, and meditations on the various mysteries.

Herberg, William. *Protestant, Catholic, Jew.* Doubleday. \$4.

A social survey of religion in the United States that will have controversial reactions. Rev. Reginald M. Coffey, O.P., (*Books on Trial*, November 1955, p. 118) cautions the prospective reader in reference to the author's conclusions in Chapter XI.

Irala, Narciso, S.J. *Achieving Peace of Heart.* Tr. by Lewis Delmage, S.J. Joseph F. Wagner, Inc. \$3.50.

"Anyone who has had intimate experience in the direction of souls will realize its value at once. It will be of immense usefulness to priests, doctors, counsellors, and educators as well as to any individual who wants to restore or preserve that fine equipoise of reason and judgment which we call peace of heart." (Rev. William A. Donaghy, S.J., *The Catholic Educator*, February, 1955, p. 374).

Kane, John J. *Catholic-Protestant Conflicts in America.* Regnery. \$3.50.

The author, an eminent Catholic sociologist, presents a history and analysis of some of the factors causing religious tensions, and offers a prospect for the future.

Kelly, Msgr. James P., and Ellis, Mary T. *What the Church Gives Us.* Kenedy. \$2.50.

A simple outline of the truths of the Catholic Church.

Kelly, Virgil A. *The Truth about Catholics.* Dial. \$2.75.

Intended primarily for those not of the Catholic faith.

Kleist, James A., S.J., and Lynam, Thomas J., S.J. *The Psalms in Rhythmic Prose.* Bruce. \$4.

A fresh translation of the Psalms, resulting in a new and inspirational interpretation.

Knox, Msgr. Ronald A. *A Retreat for Lay People.* Sheed & Ward. \$3.

A collection of essays intended to motivate contemplation on the purpose and manner of life. Rev. John B. Sheerin, C.S.P., (*Catholic World*, July 1955, p. 314), calls it "unsurpassable spiritual reading."

Lamb, George, Ed. *Tolerance and the Catholic: a Symposium.* Sheed & Ward. \$3.50.

An important study, which bears the imprimatur of Archbishop Cushing.

Le Fort, Gertrud von. *The Eternal Woman.* Trans. by Marie Cecilia Buehrle. Bruce. \$3.50.

A study of "the eternal femininity as a theological mystery, 'its ultimate reflection in God.'" (Mary P. Brody, *Catholic World*, June 1955, p. 236.)

Légaut, Marcel. *Meditations of a Believer.* Trans. by Siegwalt and Suzanne Palleska. Knopf. \$3.75.

A layman, who is both a father and a professor in the field of the natural sciences, presents an inspiring book of profound spiritual meditations.

McCarthy, Thomas P., C.S.V. *Guide to the Catholic Sisterhoods in the United States.* Catholic University of America Press. \$2.75.

The third edition of this valuable work, which describes more than three hundred religious orders of women now at work in the United States.

Maritain, Jacques. *Approaches to God.* Trans. by Peter O'Reilly. Harper. \$2.50.

Eleven points for knowing God.



Confirmation Robes by Moore

You can help make Confirmation a ceremony that indelibly impresses its solemnity in each young life. MOORE Confirmation Robes are:

APPROPRIATE

A quiet aura and colorful dignity helps to establish a reverent consciousness prior to and during The Ceremony, for a lasting impression.

ACCEPTED

Designed, manufactured and rented nationwide, to Catholic Churches and Schools by MOORE, only for Confirmation (Not academic commencement apparel.)

BECOMING

Well-fitting . . . drapes well too . . . because each child is supplied with an outfit according to his or her own individual measurements.

Write for color brochure illustrating how MOORE Confirmation Robes save money for each family . . . how MOORE transportation-prepaid service provides everything for ease, convenience and simplicity. Request, too, a sample outfit (in the new Cathedral Cloth), when requesting Confirmation Catalog E9.

E. R. MOORE CO.

932 W. Dakin St., Chicago 13, Illinois
268 Norman Ave., Brooklyn 22, N. Y.
1908 Beverly Blvd., Los Angeles 57, Calif.

ALSO MAKERS OF CAPS AND GOWNS . . .
CHOIR ROBES . . . GIRLS GYM SUITS

Religion (Cont.)

Merton, Thomas, O.C.S.O. *No Man Is an Island.* Harcourt, Brace. \$3.95.

" . . . a major work of spirituality, one which puts the true challenge of life in its most inspiring and provocative terms." (Rev. Frederick A. Harkins, S.J., *America*, April 16, 1955, p. 81.)

Montcheuil, Yves de, S.J. *Aspects of the Church.* Trans. by Albert J. LaMothe, Jr. Fides. \$3.75.

A study of the Church in its relations to men, both individually and collectively.

Mouroux, Abbé Jean. *The Christian Experience; an Introduction to a Theology.* Trans. by George Lamb. Sheed & Ward. \$5.

The author of *The Meaning of Man* presents a study of the nature of religious reality, and the relationship of man with God. For the selective few.

O'Brien, John A. *You Too Can Win Souls.* Macmillan. \$3.50.

A practical manual, intended for the layman, to aid him in the role of convert-seeker.

Pius XII, Pope. *The Mind of Pius XII.* Edited by Robert C. Pollock. Crown. \$3.50.

A selective anthology of important statements by the Pope on diverse topics.

Simon, Paul. *The Human Element in the Church of Christ.* Trans. by Meyrick Booth. Newman. \$2.75.

An analysis and explanation of the human role within the Church. Should induce discussion.

Verheylen, Louis, S.J. *Devotion to the Sacred Heart; Object, Ends, Practice, Motives.* Newman. \$3.75.

"A very good source book on all theological and practical aspects of the devotion." (Rev. James J. Lynch, S.J., *America*, August 20, 1955, p. 495.)

Vidler, Alec R. *Prophecy and Papacy.* Scribner. \$3.75.

An important study of the brilliant and erratic Abbé Lamennais.

Voillaume, René, L.B.J. *Seeds of the Desert; the Legacy of Charles de Foucauld.* Trans. by Willard Hill. Fides. \$4.50.

A history of the development and spiritual life of the Little Brothers of Jesus.

Davenport, Russell. *The Dignity of Man.* Harper. \$4.

A posthumous work, in which the author studies the nature of man in the light of current materialistic philosophy. There is also a brief biographical sketch by John K. Jessup.

Fremantle, Anne. *The Age of Belief.* Houghton, Mifflin. \$2.75.

An anthology of selections from the works of the major philosophers of the middle ages, with an introduction and brief biographical note about each author.

Gilson, Étienne. *A History of Christian Philosophy in the Middle Ages.* Random House. \$7.50.

An all-inclusive and well-written history, outlining the main periods of Christian philosophy from the Greek apologists to the end of the era.

Hildebrand, Dietrich von, and Jourdain, Alice. *True Morality and Its Counterfeits.* McKay. \$3.

An analysis and a critique of the ethics of the existentialist school.

Johann, Robert O., S.J. *The Meaning of Love.* Newman. \$4.

A brief but important contribution to the subject.

Lindbergh, Anne Morrow. *A Gift from the Sea.* Pantheon. \$2.75.

Brief and moving meditations on life and its meaning. Won the 1955 Christopher Award.

Lippmann, Walter. *The Public Philosophy.* Atlantic-Little, Brown. \$3.50.

A reasoned and reasonable rationale for the study of the natural law as a basis for democracy and good government.

McNulty, John. *My Son Johnny.* Simon and Schuster. \$3.

The author tells lovingly of his son, and reveals most intimately a father-son relationship.

Maritain, Jacques. *Bergsonian Philosophy and Thomism.* Trans. by Maybelle L. and J. Gordon Anderson. Philosophical Library. \$6.

A critical analysis of Bergson's philosophy, and its relations to and integration with Thomism.

Misiak, Henry and Staudt, Virginia M. *Catholics in Psychology: a Historical Survey.* McGraw-Hill. \$5.

The bibliographical notes, as well as the biographical material, further enhance the value of this survey.

Newland, Mary Reed. *We and Our Children; Moulding the Child in Christian Living.* Kenedy. \$3.50.

This book will prove of inestimable value in helping the parent to develop the spiritual nature of his child.

Rossiter, Clinton. *Conservatism in America.* Knopf. \$4.

The author, who received the Charles Austin Beard Memorial Prize for this volume, discusses the role of the conservative in the American scheme, and

PHILOSOPHY and CONDUCT OF LIFE

Braceland, Francis J., M.D. *Faith, Reason and Modern Psychiatry.* Kenedy. \$6.

A scholarly symposium presented in the hope of resolving the conflict between the two.

Schindler, John A., M.D. *How to Live 365 Days a Year.* Prentice-Hall. \$3.95.

A clear and simple presentation of the importance of the emotions in the general well-being of the whole man.

Sheen, Most Rev. Fulton J. *Life Is Worth Living.* McGraw-Hill. \$3.50.

A humorous as well as analytical critique in the popular vein of some of our current problems.

White, Morton, Ed. *The Age of Analysis: Twentieth Century Philosophers.* Houghton, Mifflin. \$3.

A selection, "with introduction and interpretative commentary," of the writings of well-known European and American philosophers who have made an impress on modern philosophical thought.

Wu, Jon C. H. *Fountain of Justice; a Study of the Natural Law.* Sheed & Ward. \$3.75.

A popular presentation of the nature of the British Common Law, and its basis in Christian philosophy.

Sundborg, George. *Hail Columbia.* Macmillan. \$5.75.

The story of the conception and building of Grand Coulee Dam, and the man, James O'Sullivan, who envisioned it all.

Thomas, Lowell, Ed. *Great True Adventures.* Hawthorn Books. \$5.

An anthology of exciting true-life adventures.

Thomson, David. *The People of the Sea.* Day. \$3.50.

The legends and oral traditions of the Atlantic Islanders and the great seal-hunting expeditions.

Woodbury, David O. *Atoms for Peace.* Dodd, Mead. \$3.50.

This book stresses the peace-time benefits that can and will accrue from the continued development and use of atomic energy.

BIOGRAPHY

Adams, Samuel Hopkins. *Grandfather Stories.* Random House. \$3.50.

This popular author retells the humorous and historic events that Grandfather Adams, of Erie Canal fame, told him.

SCIENCE and NATURE

McLaughlin, P. J. *Modern Science and God.* Philosophical Library. \$2.75.

The text, with commentary, of Pius XII's address on modern science to the Pontifical Academy.

Murchie, Guy, Jr. *The Song of the Sky.* Houghton, Mifflin. \$5.

"A fascinating account of man's adventures in exploring that ocean of 'world-mothering' air we call our atmosphere . . . This book gives every indication of becoming one of the classics of popular science." (Martin F. McCarthy, *America*, January 1, 1955, p. 363.)

Shippen, Katherine Binney. *Men, Microscopes and Living Things.* Viking. \$3.

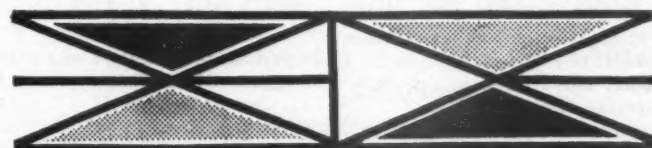
A vivid and instructive survey of natural history and biology.

Smith, F. G. Walton, and Chapin, Henry. *The Sun, the Sea and Tomorrow.* Scribner. \$3.50.

" . . . the oceanographer-director of Miami's Marine Laboratory joins forces with historian Chapin in . . . interpreting for the lay-reader their findings as regards the food-producing potential of the water-covered portion of the earth's surface." (Rev. William J. Gibbons, S.J., *America*, February 26, 1955, p. 570)

Spectorsky, A. C. *The Book of the Sea.* Appleton-Century-Crofts. \$10.

A diversity of selections and the beauty of the photography make this a most desirable anthology for all lovers of the sea.



**A new theology textbook series
for the college and university**

THE THEOLOGY LIBRARY

Catholic laymen today are asking for a religious formation that will equip them for the task of bridging the gulf between religion and life. They are seeking a richer understanding of religious truths. A laity which is fast growing into adulthood in the life of the Church needs theology. It needs a diet of religious truths commensurate with its new responsibilities.

However, between the simplified textbooks and the systematized theological manuals, there is a wide gap. The six volume *Theology Library* is an effort to fill this gap. Under the editorship of A. M. Henry, O.P., a team of forty-one theologians have conceived and presented this new textbook series.

2

**Volumes are now ready
Volume One**

INTRODUCTION TO THEOLOGY

Here we cover the sources of Christian Faith: Tradition, Scripture, Liturgy, Canon Law, the Fathers and Doctors of the Church, the Creeds, the Ecumenical Councils and Christian Art. xiv, 306 pp. \$5.95.

VOLUME TWO—JUST RELEASED

GOD AND HIS CREATION

This volume is divided into three parts: God Exists, God Creates and God Governs. Includes the new developments in theology in light of official pronouncements. xi, 511 pp. \$6.50

FIDES PUBLISHERS

746 E. 79th Street

Chicago 19, Illinois

Biography (Cont.)

Ahern, Patrick H. *The Life of John J. Keane.* Bruce. \$6.50.

An important contribution to the 19th century history of the Catholic Church in the United States.

Aron, Margaret. *St. Dominic's Successor.* Herder. \$3.75.

"An unusually well-done biography of Blessed Jordan of Saxony . . . by an author who steers a middle course between pure popularization and a strictly scholarly presentation." (Hugh J. Nolan, *America*, October 29, 1955, p. 133.)

Asquith, Lady Cynthia. *Portrait of Barrie.* Dutton. \$3.50.

An intimate and personalized record of this well-known playwright and author by one who was both his secretary and friend.

Barrymore, Ethel. *Memories, an Autobiography.* Harper. \$4.

A simply-told story of the personal and professional memories of a famous first-lady of the American theater.

Breynat, Archbishop Gabriel, O.M.I. *Bishop of the Winds.* Trans. by Alan G. Smith. Kenedy. \$3.75.

Subtitled "Fifty years in the Arctic regions," this is the autobiography of the well-known missionary.

Brooks, Van Wyck. *John Sloan: a Painter's Life.* Dutton. \$5.

The author, a long-time friend of the artist, tells in warm and kindly fashion the life of this noted American artist. Handsomely illustrated.

Brown, Christy. *My Left Foot.* Simon and Schuster. \$3.

The moving autobiography of an Irish cerebral palsy victim, his rehabilitation and development.

Cronin, Vincent. *The Wise Man from the West.* Dutton. \$4.50.

A most readable biography of Father Matthew Ricci, S.J., and the story of his missionary activities in China in the sixteenth century.

Duckett, Eleanor Shipley. *Saint Dunstan of Canterbury; a Study of Monastic Reform in the Tenth Century.* Norton. \$4.

A scholarly and entertaining biography.

Duggan, Alfred. *My Life for My Sheep.* Coward-McCann. \$5.

Some authorities have labeled this biography of Thomas á Becket as fiction, so vivid is the telling.

Foley, Albert, S.J. *God's Men of Color.* Farrar, Straus and Cudahy. \$4.50.

Brief biographical sketches of the forty-five colored Catholic priests in the Church's history during the period 1854-1954.

Genevieve de la Sainte Face, Sister, O.C.D. *The Father of the Little Flower.* Trans. by Michael Collins, S.M.A. Newman. \$1.50.

The personal recollections of Ste Thérèse's father, Louis Martin, as seen in memory by another of his daughters.

Graziano, Rocky, and Barber, Rowland. *Somebody Up There Likes Me.* Simon and Schuster. \$3.95.

A frank and rewarding autobiography with a valuable lesson.

Griffiths, Dom Bede, O.S.B. *The Golden String.* Kenedy. \$3.50.

The author, who has recently established a Benedictine foundation in India, tells in this autobiography of his life, conversion and spiritual development.

Guérard, Albert. *Napoléon III.* Knopf. \$2.50.

A sympathetic study of a frequently misunderstood monarch.

Hoare, Frederick R., Ed. and Trans. *The Western Fathers.* Sheed & Ward. \$4.

This, the first in the "Makers of Christendom" series, is a collection of biographical and autobiographical data on those who have contributed to the development of Western Christian civilization. The series is under the general editorship of Christopher Dawson.

Houselander, Caryl. *A Rocking-Horse Catholic.* Sheed & Ward. \$2.50.

The autobiography of the noted writer on spiritual topics.

Keller, Helen. *Teacher: Anne Sullivan Macy.* Doubleday. \$3.50.

An inspiring account of the teacher who guided the author to a mature acceptance of her fate.

Kubizek, August. *The Young Hitler I Knew.* Trans. by E. V. Anderson. Houghton, Mifflin. \$4.

A revealing insight into the adolescent Hitler by a youth-time friend.

Litvinoff, Barnet. *Ben-Gurion of Israel.* Praeger. \$4.

A critical biography of Israel's first Prime Minister.

Lucas-Dubreton, J. *The Borgias.* Trans. by Philip J. Stead. Dutton. \$4.95.

A scholarly account of the lives and times of this noted family.

McGloin, Joseph T., S.J. *I'll Die Laughing.* Bruce. \$2.75.

The author tells in humorous and instructive fashion of his days as a Jesuit seminarian.

Maynard, Theodore. *Bloody Mary.* Bruce. \$4.95.

A biography of the life and times of Mary Tudor, Queen of England.

Melville, Annabelle M. *John Carroll of Baltimore.* Scribner. \$4.50.

Many critics have acclaimed the scholarly and readable nature of this biography of our first American bishop.

Making Sure of Arithmetic

MORTON • GRAY • SPRINGSTUN • SCHAAF

Grades 1 through 8

Teachers' editions and workbooks

Special features of this program:

- It is a program with depth. Preparatory and follow-up activities make each step meaningful.
- It is a rich program. The variety of the activities challenges each pupil to the limit of his abilities.
- It is a skillfully organized program. Each new learning is taught and retaught in different ways.
- It is an interesting program. Text and illustrations deal with real things from everyday life.

PROGRESS TESTS for Making Sure of Arithmetic

ACHIEVEMENT TESTS: Measuring Power in Arithmetic

Silver Burdett Company

**MORRISTOWN
NEW JERSEY**

NEW YORK • CHICAGO • SAN FRANCISCO • DALLAS • ATLANTA

**Your Community
Needs for this Holy Week . . .**

The new Altar Missal issued by Rome
entitled:

**ORDO
HEBDOMADAE SANCTAE
INSTAURATUS**

- Its use by all Catholics of the Roman Rite was decreed by the Sacred Congregation of Rites, November 16, 1955.
- A Complete Altar Missal for Holy Week with full instructions and plain chant notation.
- Needed by the priest at the altar. . . . your choirmaster . . . your organist.
- Printed in red and black, 8½" x 11¼", red edges, black simulated leather, ribbon markers, XVI, 144 pages.

Moderately priced \$5.50 Net postpaid

For personal use . . .

An English translation of the complete DECREE and INSTRUCTION on the use of the new Holy Week Missal. Needed by Religious for their own use, and to instruct their pupils.

Place your order for the booklet:
Rome's Instructions for Holy Week
Heavy paper binding, 4" x 6".
75¢ per copy, 60¢ net.

Order your copies of both . . .
"MISSAL" and "INSTRUCTIONS"

Today, from

JOSEPH F. WAGNER, Inc.

53 Park Place, New York 7, N.Y.

TEXT BOOKS

**SUMMA
THEOLOGICA**
of St. Thomas Aquinas in
English



A comprehensive summarization of Catholic Truth. Easy to consult, convenient to handle, profitable to own. For Priests, Religious, Seminarians and Laity. Contains 5 separate indexes. About 4000 pages. 7¼ x 10½ inches.

Three Volumes, \$48.00; Red Morocco, \$85.00.

**For Libraries, Colleges, Universities,
Seminaries**

A GUIDE BOOK TO THE SUMMA

By Rev. E. F. Smith, O.P., and the Rev. L. A. Ryan, O.P.
A Five-Volume Series Covering the Four Years of College

Vol. II — Preface to Happiness

(Summa Theologica 1-11, QQ 1-89)
Selects the basic problems, cites the relevant principles, with references to the Summa. Other volumes in preparation. An introduction to the Summa, and the basis of a course in Theology for Laymen and those who are not Clerics. For Colleges, Summer Courses, Study Clubs, Discussion Groups, Priests, Sisters and Laity. 304 pages Net, \$3.50

I TEACH CATECHISM

By Rt. Rev. Msgr. M. A. Schumacher, M.A., Litt.D.
By using these manuals the teacher will be prepared for every lesson contained in the Confraternity Revised Baltimore Catechism. Topical outlines, summaries, motivations and examples provide ample material to lighten the busy teacher's work of preparation.

Vol. I — For Grades 1 and 2	Net \$2.80
Vol. II — For Grades 3, 4, and 5	3.60
Vol. III — For Grades 6, 7, and 8	4.80

AIMS AND METHODS IN TEACHING RELIGION

By Rev. John K. Sharp, M.A., S.T.B.
A Textbook for Seminarians, Novices, Students in Normal Schools and for All Who Teach Religion
The author, an expert in the methodology of pedagogics, presents in a practical way the more important ideas, principles and experiences that underlie efficient Catechetical instruction. 407 pages Net, \$4.75

**AN EXPLANATION OF THE BALTIMORE
CATECHISM**

Father Kinkead's Handbook for Teachers and Advanced Classes.
Net, \$2.75

**ANECDOTES AND EXAMPLES ILLUSTRATING
THE CATHOLIC CATECHISM**

Rev. F. Spirago — Rev. J. B. Baxter
Net, \$5.50

HANDBOOK OF THE CHRISTIAN RELIGION

For the use of Advanced Students.
Rev. W. Wilmers, S.J.
Net, \$3.75

THE CATECHISM EXPLAINED

Rev. F. Spirago — Rev. R. F. Clarke, S.J.
Net, \$6.50

**A HISTORY OF CATHOLIC EDUCATION
IN THE U. S.**

Very Rev. J. A. Burns, C.S.C., and B. J. Kohlbrenner
Net, \$3.60

A STUDY OF SECONDARY EDUCATION

Very Rev. Msgr. E. J. Goebel
During the Colonial period up to the First Plenary Council of Baltimore, 1852.
Net, \$3.75

BENZIGER BROTHERS, Inc.

6-8 Barclay Street New York 8, N. Y.

Telephone: ALgonquin 4-3053
BOSTON 10 CHICAGO 6 CINCINNATI 1 SAN FRANCISCO 3

Biography (Cont.)

Morison, Samuel Eliot. *Christopher Columbus, Mariner.* Atlantic-Little, Brown. \$3.75.

"The best yet of all short biographies of 'one of the greatest mariners, if not the very greatest, of all time'" (John Cournoos, *Commonweal*, July 27, 1955, p. 406).

Morton, John B. *Hilaire Belloc, a Memoir.* Sheed & Ward. \$3.

The author, a journalist, recalls the record of a thirty-year friendship.

O'Meara, John J. *The Young Augustine.* Longmans, Green. \$4.50.

A scholarly recounting of Augustine's search for God.

Pfister, Msgr. Pierre. *Pius XII: the life and Work of a Great Pope.* Studio-Crowell. \$6.50.

A pictorial record, rather than an official biography, of the daily activities of the Pope.

Robo, Etienne. *Two Portraits of St. Therese of Lisieux.* Regnery. \$3.

An analysis and criticism of the documentary data surrounding this well-known saint's life.

Rumbold, Richard, and Stewart, Lady Margaret. *The Winged Life; a Portrait of Antoine de Saint-Exupery, Poet and Airman.* McKay. \$3.50.

The authors, both aviators, present a sensitive biography of a man who was both adventurer and philosopher.

Schillinger, Josef. *The Saint of the Atom Bomb.* Trans. by David Heilmann. Newman. \$2.50.

A biography of the Catholic Japanese scientist, Dr. Paul Nagai, who was a victim of the atomic bomb attack on Nagasaki in the closing days of World War II.

Scholmer, Joseph, M.D. *Vorkuta.* Trans. by Robert Lee. Holt. \$3.75.

A physician recounts the days of his slave-labor term in this Russian concentration camp.

Scully, Frank. *Cross My Heart.* Greenberg. \$5.

An invalided Catholic journalist relates his life, with hope and encouragement for all.

Sheehan, Arthur, and Sheehan, Elizabeth. *Pierre Toussaint, a Citizen of Old New York.* Kenedy. \$3.50.

"An excellent, inspirational and not sentimental biography" (Leon Baisier, *Best Sellers*, August 15, 1955, p. 97).

Simon, Boris. *Abbé Pierre and the Ragpickers of Emmaus.* Trans. by Lucie Noel. Kenedy. \$3.75.

The story of this well-known and beloved benefactor and patron of Paris' poor.

Strode, Hudson. *Jefferson Davis.* Harcourt, Brace. \$6.75.

Subtitle: "American Patriot, 1808-1861."

Tarry, Ellen. *The Third Door.* McKay. \$3.50.

The author concludes her autobiography for the present.

Taylor, Theodore. *The Magnificent Mitscher.* Norton. \$5.

The biography of Vice Admiral Marc A. Mitscher, U.S.N., as gathered from personal recollections and official sources.

Tansing Norgay, and Ullman, James Ramsay. *Tiger of the Snows.* Putnam. \$4.50.

The autobiography of probably one of the most famous of all mountaineers. A simply told tale.

Truman, Harry S. *Memoirs; Vol. I: Years of Decision.* Doubleday. \$5.

The ex-President of the United States reveals the story of his life through the first year of his term as president. A most informative biography.

Valentine, Ferdinand, O.P. *Father Vincent McNabb.* Newman. \$4.

The noted English Dominican has been captured between covers in this sympathetic study by one of his colleagues.

Waggoner, Hyatt H. *Hawthorne: a New Evaluation.* Harvard University Press. \$4.75.

"... a significant study to the rapidly growing collection of materials surrounding Hawthorne, the father of American fiction" (Joseph Schwartz, *America*, September 3, 1955, p. 538).

Ward, John W. *Andrew Jackson: Symbol for an Age.* Oxford University Press. \$4.75.

A significant study of Old Hickory, and the forces that contributed to and made him President of the United States.

Watkin, Edward I. *Neglected Saints.* Sheed & Ward. \$3.50.

Brief biographical sketches of nine saints, the details of whose lives have been given scant attention before the present.

Wayman, Dorothy G. *Cardinal O'Connell of Boston.* Farrar, Strauss and Young. \$4.

A kindly and informative biography of this noted prelate.

Weston, William, S.J. *An Autobiography from the Jesuit Underground.* Trans. and Ed. by Philip Caraman, S.J. Farrar, Straus and Cudahy. \$4.

The life and times of a priest in Tudor England, and his missionary activities.

Boardman, Anne Cawley. *The Good Shepherd's Fold.* Harper. \$3.50.

The history and activities of the Good Shepherd Nuns throughout the world, and especially the story of its founder, Sr. Mary of St. Euphrasia. 2

Brandon, William. *The Men and the Mountain; Frémont's Fourth Expedition.* Morrow. \$5.

The *San Francisco Chronicle* calls this "a genuinely exciting narrative, well told and based on wide reading of the sources. Readers of the Old West will not want to miss it."

Cartwright, Msgr. John K., and Wagg, Alfred. *The Catholic Shrines of Europe.* McGraw-Hill. \$6.

A beautiful and richly-illustrated volume, depicting the growth of the Church in Europe as told through its national shrines.

Considine, John Joseph, M.M. *Africa, World of New Men.* Dodd, Mead. \$4.

"An inspiring account of a great human awakening and challenging human prospects" (*Commonweal*, December 31, 1954, p. 367).

Donovan, Robert J. *The Assassins.* Harper. \$4.

The story of the seven presidents of the United States who were assassinated, and the details of the attacks on them.

Farmer, Paul. *Vichy, Modern Dilemma.* Columbia University Press. \$5.50.

"A sane and judicious study of one of the most controversial phases of modern French history" (*Current History*, May 1955, p. 315).

Frank, Wolfgang. *The Sea-Wolves; the Story of German U-Boats at War.* Trans. by R. O. B. Long. Rhinehart. \$5.

A fascinating account of submarine warfare, and an indication of the threat it holds for future warfare.

Garrett, Garet. *The American Story.* Regnery. \$5.

A running commentary, frequently controversial, on the personalities and events of American history from its foundation to the recent present.

Grauwin, Paul. *Doctor at Dienbienphu.* Day. \$4.

The day-by-day struggle and activities of a French Army Medical Corps Major in a hopeless cause.

Gruening, Ernest. *The State of Alaska.* Random House. \$7.50.

"... Alaska as Alaskans really see it ... a well-documented and incisive account of the whole history of Federal mismanagement" (Paul C. O'Connor, *America*, February 5, 1955, p. 487).

Gunther, John. *Inside Africa.* Harper. \$6.

Reviewers have been almost unanimous in acclaiming this as the outstanding book on the subject.

Hachiya, Michihiko, M.D. *Hiroshima Diary.* Trans. and Ed. by Warner Wells, M.D. University of North Carolina Press. \$3.50.

HISTORY and TRAVEL

Bishop, Jim. *The Day Lincoln Was Shot.* Harper. \$3.75.

A graphic accounting of the events, from early morning until night, of the day that the author calls "the single most dramatic day in the life of the Republic."

A day-by-day account of the subsequent two-month holocaust suffered as a result of the A-bomb. "An inspiring revelation of discipline, courage and devotion" (J. William White, *Best Sellers*, August 15, 1955, p. 90).

Handlin, Oscar. *Chance or Destiny: Turning-Points in American History.* Atlantic-Little, Brown. \$3.75.

The noted historian re-examines eight events in the course of our history which have had an important effect upon our destiny as a nation.

Hildebrand, Rainer. *The Explosion.* Duell, Sloan and Pearce-Little, Brown. \$3.75.

An eye-witness account of the East German revolt against the Soviet occupational forces in June 1953.

Hofstadter, Richard. *The Age of Reform.* Knopf. \$4.50.

"... a history of ideas [chiefly the Populist and Progressive movements in the United States] and how they are affected by tradition, economics, race, and social condition" (James W. Arnold, *Best Sellers*, November 1, 1955, p. 207).

Huddleston, Sisley. *France: the Tragic Years, 1939-1947.* Devin-Adair. \$5.

The author's recollections of France and Frenchmen during the war and reconstruction period. "It is a fervent plea to statesmen for their reacceptance of human values and their rejection of publicity-conscious power politics." (Francis X. Gannon, *Best Sellers*, April 15, 1955, p. 18)

Jackson, Robert H. *The Supreme Court in the American System of Government.* Harvard University Press. \$2.

The late Justice of the Supreme Court re-examines the place of the court in our scheme of national government, notes its effects and offers suggested reforms.

Kimmel, Husband E. *Admiral Kimmel's Story.* Regnery. \$3.75.

In an effort to clear his name, Admiral Kimmel tells the story of the events that led up to Pearl Harbor and his connection with them.

Lancaster, Bruce. *From Lexington to Liberty.* Doubleday. \$6.

A readable, enjoyable and useful volume on American history.

Lavender, David. *Ben's Fort.* Doubleday. \$5.50.

"... a pretty good picture of the most famous outpost of civilization in the pre-gold-rush West ... well-written and entertaining history" (R. H. Dillon, *America*, February 5, 1955, p. 487).

Leary, John P., S.J., Ed. *I Lift My Lamp.* Newman. \$4.75.

The contribution of sixteen Jesuit priests to the development of the Catholic Church in the United States.

Maufrais, Raymond. *Journey Without Return.* Crowell. \$4.

The posthumous journal of a young traveler searching the interior of French Guiana.

Morton, H. V. *A Stranger in Spain.* Dodd, Mead. \$5.

"A travel book stuffed with the dimensions of history and legend" (Francis E. McMahon, *America*, May 28, 1955, p. 243).

Roberts, Walter A. *Jamaica: the Portrait of an Island.* Coward-McCann. \$4.

For the seeker of sunny climes, actual or arm-chair, this is a delightful introduction and history.

Robinson, Edgar E. *The Roosevelt Leadership: 1933-1945.* Lippincott. \$6.

An evaluation of the late president and of his place in history. Though it may be evocative of controversy, it is not unfriendly.

Starkey, Marion L. *A Little Rebellion.* Knopf. \$4.

The story of Shays' Rebellion of embattled Western Massachusetts farmers in colonial America, 1786-1787.

Thistlewaite, Frank. *The Great Experiment.* Cambridge University Press. \$5.

"An Introduction to the History of the American People" by an Englishman for the British, it will be both illuminating and instructive.

Wade, H. Mason. *The French Canadians, 1760-1945.* Macmillan. \$6.50.

A well-written history of the Province of Quebec, which considers the roots and development of this nation within a nation.

Now! 8
WONDERFUL
NEW . . .

VISION BOOKS

The widely acclaimed series of stirring biographies
for young Catholics from 9-15.

Each with Imprimatur

ONLY \$1.95
each

BERNADETTE AND THE LADY by HERTHA PAULI

The well-loved story of the peasant girl, her vision of the Blessed Virgin, and the great miracle of Lourdes. *Published*

ST. ISAAC AND THE INDIANS by MILTON LOMASK

Missionary, martyr and Saint, he worked among the Mohawks in the 17th century and met his death at their hands. *Published*

FIGHTING FATHER DUFFY by VIRGINIA LEE BISHOP and JIM BISHOP

The beloved American Chaplain of World War I who inspired his "Fighting Sixty-Ninth" Regiment to legendary heroism. *Coming Mar. 23*

ST. PIUS X: THE FARM BOY WHO BECAME POPE

by WALTER DIETHELM, O.S.B.

The impoverished Italian boy whose dream was to become a priest, but whose destiny was to become Pope Pius X. *Coming Mar. 23*

ST. IGNATIUS AND THE COMPANY OF JESUS by AUGUST DERLETH

The dashing Spanish soldier who renounced the world to establish the Company of Jesus, now known as the Jesuits. *May*

JOHN CARROLL: BISHOP AND PATRIOT by MILTON LOMASK

The exciting boyhood and youth of a patriot of the American Revolution, who was to become our first Catholic bishop. *May*

ST. DOMINIC and THE ROSARY by CATHERINE BEEBE

The preacher-saint who fought heresy with truth throughout Europe and founded the Dominican Order. *July*

THE CROSS IN THE WEST by MARK BOESCH

The settling of the West told through the adventures of Father Serra and other early missionaries and explorers. *July*

Already Published:

ST. JOHN BOSCO AND THE CHILDREN'S SAINT, DOMINIC SAVIO; ST. TERESE AND THE ROSES; FATHER MARQUETTE AND THE GREAT RIVERS; ST. FRANCIS OF THE SEVEN SEAS.

"The stamp of quality is all over them. The writing is of a high order; fine subjects are honestly dealt with in a way intelligible and attractive to boys and girls."—*Catholic Transcript*

Send for Complete VISION BOOKS brochure

FARRAR, STRAUS & CUDAHY 101 Fifth Ave., New York 3, N. Y.

History and Travel (Cont.)

White, Leonard D. *The Jacksonians; a Study in Administrative History, 1829-1861.* Macmillan. \$8.

"... a first-rate study... a competent and scholarly examination based on public documents, collected letters and manuscripts" (Joseph F. Menez, *America*, February 5, 1955, p. 485).

LITERATURE and ARTS

Andrews, Wayne. *Architecture, Ambition and Americans.* Harper. \$7.50.

A history of American architecture, and the influences upon it. In particular, the author deplores the lack of taste.

Cowley, Malcolm. *The Literary Situation.* Viking. \$3.75.

The well-known literary critic examines the state of our literature today—with amusing, thoughtful and provocative findings.

Erickson, Robert. *The Structure of Music (A Listener's Guide).* Noonday Press. \$4.

Intended primarily for those with a basic knowledge of music.

Fadiman, Clifton. *Party of One.* World Publishing Co. \$5.

A collection selected from the author's

writings during the past twenty-five years.

Hoffman, Frederick J. *The Twenties.* Viking. \$6.

A history of an important period in the development of American literature.

Kerr, Walter. *How Not to Write a Play.* Simon and Schuster. \$3.50.

"... an entertaining, perceptive and provocative analysis of the present ills which beset the stage... despite the title, it is far from negative" (John W. McGreevy, *Books on Trial*, August, 1955, p. 20).

McLaren, Moray. *The Highland Jaunt.* Sloane Associates. \$4.

A Scotsman retravels Johnson's and Boswell's jaunt through Scotland and the Hebrides, and joyous indeed is the trip.

Madeleva, Sister M., C.S.C. *American Twelfth Night, and Other Poems.* Macmillan. \$2.

A collection of her Christmas poems written over more than a thirty-year period. Exquisite as always.

Maritain, Jacques and Raissa. *The Situation of Poetry.* Philosophical Library. \$2.75.

Four essays on the philosophy and nature of poetry, that will aid in developing appreciation for and understanding of the gift of song.

Munch, Charles. *I Am a Conductor.*

Trans. by Leonard Burkat. Oxford University Press. \$2.75.

Koussevitsky's successor as conductor of the Boston Symphony Orchestra describes the essentials of a conductor's life.

Sayers, Dorothy L. *Introductory Pages on Dante.* Harper. \$4.

"... a new clarification of Dante's thought and a realization of how 'undated' is his material and how much the modern world is in his debt" (Pierre Courtines, *America*, September 3, 1955, p. 540).

Wallace, Irving. *The Fabulous Originals.* Knopf. \$3.95.

The biographies of the real-life personalities who became famous as characters in fiction.

DOMESTIC and SOCIAL

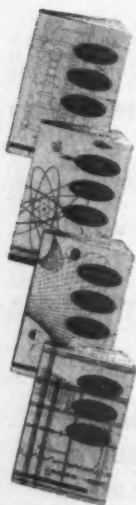
Abrams, Charles. *Forbidden Neighbors.* Harper. \$5.

A study of segregation in housing developments in the United States.

Bestor, Arthur. *The Restoration of Learning.* Knopf. \$6.

The author of *Educational Wastelands* implements his plans for the improvement of the American educational system.

How to make your SCIENCE teaching better!



If you teach Science in Grade 5, 6, 7, or 8, you need this new Science Series of WARP'S REVIEW-WORKBOOKS.

You can order as many as you want without cost or obligation, unless, after actual classroom trial, you are convinced they are worth much more than their low cost. Prices are as low as 45 cents a copy in a quantity of 100 or more. So you have nothing to lose.

Titles as follows:

BOOK I—SCIENCE FRIENDS ABOUT US

BOOK II—THE MARVELS OF SCIENCE

BOOK III—EXPLORING WITH THE SCIENTIST

BOOK IV—SCIENCE CHANGES OUR WORLD

Write today, telling us how many copies of each you want. REVIEW-WORKBOOKS will be sent on ten-day free trial. Order today!

WRITE FOR
FREE
CATALOGUE

WARP PUBLISHING COMPANY

MINNEN • • • • • NEBRASKA

Now Available!

TEST BOOKLETS

for the Cardinal Newman Edition of

- ADVENTURES IN READING
- ADVENTURES IN APPRECIATION
- ADVENTURES IN AMERICAN LITERATURE
- ADVENTURES IN ENGLISH LITERATURE

Harcourt, Brace and Company

New York 17 Chicago 1

FREE AVE MARIA RADIO HOUR ON TAPE

The Lives of the Saints as heard on radio are now available for school use.

Name

School or Group

Address

Please write to: Vocation Department,
Graymoor Friars, Garrison, New York

For Teachers of Religion!

A GRADUATE PROGRAM in Theology

Leading to the Degree of
Master of Arts

1956 Summer Session
MARQUETTE UNIVERSITY

June 18—July 27

1956 Course Offerings:

Fundamental Theology, The
Church of Christ, Theology
of Grace, Ascetical Theology

For Information Write:

Dean of Graduate School,
Marquette University,
Milwaukee 3, Wis.

Marquette is Now Observing Its 75th Anniversary



Devoted to
Liberal Arts
Since 1904

Fully
Accredited

In the Heart of
Vermont's
Vacationland

**ST. MICHAEL'S
COLLEGE**

Winooski Park
Vermont

Air Force ROTC,
Pre-Engineering

New Science
Building And
Dormitories.

VITAL NEW BOOKS

Recommended to Catholic Readers

THE WISE MAN FROM THE WEST

Vincent Cronin, author of *The Golden Honeycomb*

"Father Matteo Ricci is probably, after St. Xavier himself, the most famous Catholic missionary ever sent to the Orient. Cronin gives us an absorbing historical biography . . . a memorable version of one of the most amazing exploits in the history of Catholic missionary activity."—*The Ave Maria*. Full-color frontispiece, 8 photographs, map. \$4.50

WHAT IS COMMUNISM?

A Picture Survey of World Communism

Edited by Richard M. Ketchum

Step by step, through pictures and graphic, easily understood text, the Editor reveals the planning, expansion and pattern of Communism—its conquests and failures, proponents and victims. Questions and answers highlight Communist goals, lies, progress in America and throughout the world. "A convincing indictment."—*The Booklist*. Glossary, 200 photographs, 50 drawings. \$2.95

VOICES FROM THE PAST

A Classical Anthology for the Modern Reader

Compiled by James and Janet McLean Todd

The work of nearly 150 classical authors presented in chronological order and in the best possible English translations by over 150 translators. Nearly 500 extracts ranging in date from 800 B.C. or earlier to A.D. 500. \$6.50

NOTABLE SPRING 1956 BOOKS

HELEN KELLER Sketch for a Portrait

Van Wyck Brooks

March 23rd \$3.00

Everyman's Library Edition

THE BETROTHED (I Promessi Sposi)

Alessandro Manzoni

Italy's greatest novel in the Archibald Colquhoun translation, hailed as the finest there is. March 26th. #999 \$1.65

E. P. DUTTON & CO., INC.
NEW YORK 10

ALL METAL

Halverson
MAGAZINE
**DISPLAY
RACK**

**HOLDS,
DISPLAYS
and
PROTECTS**
a "whole
library"
in less
than 1/2 the
floor space
of an average
table



Most sensible "help-yourself" unit you ever saw! New, instantly adjustable dividers on each shelf accommodate literature of any width. Eleven tilt-back pockets insure fully visible titles, neat arrangement, undamaged storage. Ideal for Library, Study Room, Reception Room and Office.

Heavy-gauge, all-steel, finished in Gray Hammeroid Baked Enamel. Dignified, sturdy for a long life of convenience. Mar-preventing rubber feet protect floor, rug.

Model No. 20 P Overall size, 36" high,
F.O.B. CHICAGO 27 1/2" wide, 15" deep.
Pockets 13" wide, 9 1/2" deep, 8" high at front, 11" at back.
Shipped completely set up. No screws or bolts to assemble.

\$42.50

ORDER TODAY FROM
HALVERSON SPECIALTY SALES
1221 W. Chicago St. Chicago 27, Ill.

86 Titles for ANY LIQUID DUPLICATOR

(Spirit or Direct process)

24 NEW Titles in 1955

**CONTINENTAL PRE-PRINTED
CARBON MASTERS**
available in these subjects:

- ENGLISH
- PHONICS
- SEASONS
- SCIENCE
- ARITHMETIC
- READING
- OUTLINE MAPS
- SOCIAL STUDIES
- HEALTH - Jr. HIGH
- GUIDANCE - Jr. High

Write For Free Catalog
of 86 Liquid Duplicating titles

THE CONTINENTAL PRESS, INC.

Elizabethtown, Penna.

Domestic and Social (Cont.)

Brady, Mgr. Joseph H. *Confusion Twice Confounded*. Seton Hall University Press. \$3.

An incisive analysis of the U. S. Supreme Court's construction and interpretation of the First Amendment to the Constitution and its relation to religion.

Brownson, Orestes A. *The Brownson Reader*. Ed. by Alvan S. Ryan. Kenedy. \$4.50.

A most valuable compendium of the writings of a man whom many regard as among the foremost of our apologists.

Byrnes, Thomas. *All My Darlings*. Crowell. \$3.

An unpretentious tale of family life in a home of eleven.

Castle, Eugene W. *Billions, Blunders and Baloney*. Devin-Adair. \$3.50.

The author, a critic of the New Deal-Truman policies, examines the record of wasteful spending by our national government.

Coulton, Thomas Evans. *A City College in Action*. Harper. \$3.50.

Subtitle: "Struggle and Achievement at Brooklyn College, 1930-1955," as written by the College's Dean of Freshmen.

Dodge, Bertha S. *The Story of Nursing*. Little, Brown. \$3.

A history of American nursing.

Doe, Father John. *Sobriety and Beyond*. S. M. T. Publishing Co. \$5.

"A recovered alcoholic and a member of Alcoholics Anonymous presents a commentary on the 12 steps of the AA program and an introduction to the spiritual life for recovered alcoholics."

Eastman, Max. *Reflections on the Failure of Socialism*. Devin-Adair. \$2.75.

The author re-examines socialism and in impassioned language at times discloses the nature of its development within the democratic system.

Evans, F. Bowen. *Worldwide Communist Propaganda Activities*. Macmillan. \$3.

An enlightening account of Russia's propaganda activities throughout the world, A.D. 1954.

Fine, Benjamin. *1,000,000 Delinquents*. World Publishing Co. \$4.

The editor of the Education Section of the *New York Times* discusses the problem of juvenile delinquency, and offers a solution.

Flesch, Rudolph Franz. *Why Johnny Can't Read—and What You Can Do about It*. Harper. \$3.

A provocative study of the teaching of reading in our modern schools.

Ford, John C., S.J. *Man Takes a Drink; Facts and Principles about Alcohol*. Kenedy. \$2.50.

A valuable discussion in which the noted theologian considers both the

spiritual and the physical aspects.

French, Sidney J. Ed. *Accent on Teaching; Experiments in General Education*. Harper. \$4.75.

A symposium of eighteen papers, of great interest and importance to the field.

Ganss, George E., S.J. *Saint Ignatius' Idea of a Jesuit University*. Marquette University Press. \$5.50.

A translation of and commentary on Part IV of the Constitutions of the Society of Jesus in reference to Ignatius' ideas of university education.

Gillis, James M., C.S.P. *On Almost Everything*. Dodd, Mead. \$3.

A selection from the author's syndicated column on topics of general interest.

Kirk, Russell. *Academic Freedom; an Essay in Definition*. Regnery. \$3.75.

An important and authoritative statement on a most controversial topic in the educational system.

Kornhauser, Arthur, et al. *Industrial Conflict*. McGraw-Hill. \$6.

A comprehensive survey of a grave problem in the economic system.

Lorwin, Val R. *The French Labor Movement*. Harvard University Press. \$6.

An important study that may help us to understand better France's continuing crisis.

National Catholic Education Association. *Directory of Catholic Facilities for Exceptional Children in the United States*. The Association. \$1.

A handy directory that will prove of value to educators and pastors.

Randall, Clarence B. *A Foreign Economic Policy for the United States*. University of Chicago Press. \$1.95.

The chairman of the board of Inland Steel proposes a policy for freer world trade.

Raymond, Allen. *Waterfront Priest*. Holt. \$3.50.

The lot of the workers on the New York waterfront, and Father Corridan's efforts in their behalf.

Root, Merrill E. *Collectivism on the Campus*. Devin-Adair Company. \$5.00.

"Reading this book is like sitting before a prophetic television set and being the horrified viewer of the murder of your children and grandchildren . . .

The victims are countless students in a wide number of American schools. The murderers are teachers, professors, administrators who have drained from students' minds traditional values of truth and patriotism and who have substituted a deadening respect for authoritarianism, Marxism, socialism, Communism, statism, proletarianism, Fabianism—in a word, all the un-American theories that can be lumped under the general term 'collectivism' . . . the chapters move calmly and orderly, amounting to a legal brief that indicts present-day higher education

\$AVE MONEY buy from

WILCOX & FOLLETT'S STOCK of FINE USED, REBOUND, and NEW TEXTBOOKS

For fast efficient **SERVICE**, place your order through Wilcox & Follett Co. We are the largest textbook jobber serving the Catholic Schools in the country. We offer you substantial **SAVINGS** and fast, dependable service on your text, reference, and supplementary book needs throughout the year.

Every book we ship to you comes with our unqualified guarantee of satisfaction. **Ask for our T-56 catalog.**

Wilcox & Follett will pay you more for textbooks that you are no longer using in your schools. Simply write for our special quotation form for listing your books.

WILCOX & FOLLETT CO.
1000 W. Washington Boulevard
Chicago 7, Illinois

Now available!

THE NEW RUBRICS FOR MISSAL AND BREVIARY

CONTENTS

- I. Complete translation of *Decretum Generale* of the Sacred Congregation of Rites containing the numerous changes in the rubrics of Breviary and Missal.
- II. Complete Latin text of the new Decree.
 - Handy size: 4" x 6"
 - Separate heavy-paper cover for durability.

List, 75¢

Quantity Net Prices:

Single Copy	60¢
100-249 Copies @	53¢
250-499 Copies @	50¢
500-999 Copies @	47¢

JOSEPH F. WAGNER, INC.,
53 Park Place, N. Y. 7, N. Y.

Important Books

DOGMATIC THEOLOGY

Volume I: The True Religion

By *Msgr. G. Van Noort*, translated and revised by John J. Castellet, S.S., and William R. Murphy, S.S.—The first English version of van Noort's widely admired *Tractatus de Vera Religione*. Extensive revision in text and bibliography brings the work fully up to date.

\$6.00

SOURCES OF CHRISTIAN THEOLOGY

Volume I: Sacraments and Worship

By *Paul F. Palmer, S.J.*—Volume I in a new series designed to present in English the basic texts and documents which have shaped and continue to control Catholic belief. This first volume centers about the sacraments of Baptism, Confirmation, and the Eucharist. "This book deserves primary place on the shelves of clergy and religious and lay people intellectually interested in the foundations of our Faith."—*The Michigan Catholic*

\$4.75

NO LONGER TWO

A Commentary on the Encyclical Casti Connubii of Pius XI

By *Walter J. Handren, S. J.*—"An extremely clear, well organized exposition of Roman Catholic teaching on marriage and the family and such topics as contraception, abortion, divorce, adultery, and mixed marriages."—*The New York Times*

\$4.00

TWO IN ONE FLESH

Omnibus Edition, Three volumes in one

By *Rev. E. C. Messenger*—"This is in many respects the most complete exposition of the Catholic doctrine of sex and marriage that has yet appeared in English. It ranges over the whole field from the Garden of Eden to the Glorified Body."—*The Clergy Review*

\$4.00

THE CHRISTIAN IMAGINATION

Studies in Religious Thought

By *Justus George Lawler*, with an Introduction by Rev. John M. Oesterreicher—"A series of vigorous essays 'directed toward awakening in the reader 'that attitude of wonder and awe before the Christian mystery which is the pre-condition for natural and supernatural growth'; among the topics are: 'The Loss of Continuity,' 'The Reformer in the Church,' 'Reflections on Genesis.'"—*Current Religious Thought*

\$3.00

TREASURE UNTOLD

Reflections on the Apostles' Creed

By *Rev. Albert J. Shamon*—"That compendium of Catholic doctrine, the Apostolic Creed, is brought out in forcible and exciting dress in Father Shamon's book . . . Happy anecdotes enliven the explanation. Cogent argumentation, simply presented, makes the book memorable and forceful reading."—*Denver Register*

\$3.50

REVELATION AND REDEMPTION

A Sketch of the Theology of St. John

By *Dr. William Grossouw*, translated by Martin W. Schoenberg, O.S.C.—Dr. Grossouw, the well-known author of *In Christ*, a sketch of the theology of St. Paul, now provides a warm and lucid work which brings us into contact with the Johannine realm of thought. He leads us into the sanctum of the beloved disciple's thought; he does not merely bring us to the threshold and then abandon us there.

\$2.25

Wherever good books are sold
THE NEWMAN PRESS
Westminster, Maryland

Domestic and Social (Cont.)

and modern intellectuals of subversion be they consciously or unconsciously so" (Frank Morris in *Homiletic and Pastoral Review*, December 1955, pp. 256-259).

Schmandt, Henry J., and Steinbicker, Paul G. *Fundamentals of Government*. Bruce. \$4.50.

An introductory text intended for college students. Mother Patricia Barrett, R.S.C.J., *America*, August 13, 1955, p. 476, notes that "it fills a long-standing gap in the literature of political science."

Timasheff, Nicholas S. *Sociological Theory: Its Nature and Growth*. Doubleday. \$4.50.

A survey of the best known theorists, and an evaluation of their contributions to the field.

Wattenberg, William W. *The Adolescent Years*. Harcourt, Brace. \$8.

A practical manual, which is "an accurate, but non-detailed textbook for parent and professional worker" (L. J. Lennon, *Best Sellers*, October 1, 1955, p. 165).

West, Rebecca. *A Train of Powder*. Viking. \$3.75.

Six essays on celebrated trials, with a judgment on their legal and social aspects. "... the subject, the collision of modern lawlessness with the institutions of Western society, is of the first importance. Her book too is of the first importance" (William Pfaff, *Commonweal*, April 22, 1955, p. 87).

FOREIGN SCENE

Caldwell, John C. *Still the Rice Grows Green*. Regnery. \$3.75.

An urgent plea for retention of China within the orbit of the free world.

Cole, George D. H. *Marxism and Anarchism, 1850-1890*. Macmillan. \$6.

The rise of the Socialist movement is the central topic in this, the second volume of the author's projected *History of Socialist Thought*.

Dulles, Foster Rhea. *America's Rise to World Power, 1898-1954*. Harper. \$5.

A chronology of the events and opinions that motivated our growth as a world power.

Fosdick, Dorothy. *Common Sense and World Affairs*. Harcourt, Brace. \$3.50.

The author, a former member of the Department of State's policy planning staff, details the philosophy that should guide our development of a good foreign policy.

McLaughlin, Kathleen. *New Life in Old Lands*. Dodd, Mead. \$3.75.

The work and results of the United Nations technical assistance program.

Nicolson, Harold. *The Evolution of Diplomatic Method*. Macmillan. \$2.25.

A scholarly presentation, originally delivered as the Chichele Lectures at Oxford in 1953.

Romulo, Carlos P. *Crusade in Asia: Philippine Victory*. Day. \$4.

The story of Magsaysay's reforms and their effect in thwarting the Communist plot for the Philippines.

Salisbury, Harrison E. *An American in Russia*. Harper. \$4.

The noted *New York Times* correspondent records his experiences as gathered during his tour of duty in Russia, 1949-1954.

Scott, John. *Political Warfare*. Day. \$3.75.

The author hopes that by the use of economic and political pressures actual warfare may be averted.

Ward, Barbara. *Faith and Freedom*. Norton. \$3.75.

The patterns of present-day freedom and the prospects for the future.

Whitaker, Arthur P. *The United States and Argentina*. Harvard University Press. \$4.75.

Though concerned mainly with the Peron government, it has a valuable lesson for our dealings with other nations.

FICTION

Beach, Edward L. *Run Silent, Run Deep*. Holt. \$3.95.

An exciting story of submarines and submarine warfare, and the strong friendship between Commander Richardson and Jim Bledsoe.

Bowen, Elizabeth. *A World of Love*. Knopf. \$3.50.

A slight story, with good characterization and atmosphere.

Edmiston, James. *Home Again*. Doubleday. \$4.

The story of the return of the Nisei and the Issei to California after exile during the war.

Garrity, Devin A., Ed. *44 Irish Short Stories*. Devin-Adair. \$5.

Subtitle: "An Anthology of Irish Short Fiction from Yeats to O'Connor."

Gironella, José Maria. *The Cypressess Believe in God*. Knopf. \$10.

This two-volume novel is "a study of the Spanish Civil War... a book which is almost clinical in its objectivity... by one of the brightest lights in the galaxy of young Spanish writers" (Frank O'Gorman, *Best Sellers*, May 1, 1955, p. 24).

Groseclose, Elgin, E. *The Carmelite*. Macmillan. \$3.75.

A story, based on fact, centering around Friar John, one of the Carmelite missionaries sent to Persia in the sixteenth century, and the Princess Shamala.

Hobart, Alice Tisdale. *Venture into Darkness*. Longmans, Green. \$3.95.

An unsuccessful attempt at rescue in Communist China that ends in death for the rescuer.

Jameson, Storm. *The Hidden River*. Harper. \$3.

The story of a traitor within a French family during the Resistance period, and the search for his discovery.

Kennedy, Margaret. *Act of God*. Rinehart. \$3.50.

A satirical and whimsical tale, but a warm story of simple people in a small town in southern England.

MacMahon, Bryan. *The Red Petticoat*. Dutton. \$3.

A collection of twenty delightful stories by one of Ireland's superb story-tellers.

Markandaya, Kamala. *Nectar in a Sieve*. Day. \$3.50.

A first novel, told quietly and with great beauty, about peasant life in India.

Mayer, Martin. *The Experts*. Harper. \$3.50.

Politics, machine politicians and good writing make this a better than average tale.

Roy, Gabrielle. *The Cashier*. Trans. by Harry Binsse. Harcourt, Brace. \$3.50.

"The unexpected greatness of ordinary men and the invincible mystery of suffering" form the theme of this sympathetic novel.

Trouncer, Margaret. *The Nun*. Sheed & Ward. \$3.50.

A novel about St. Margaret Mary and the Sacred Heart.

Vaughan, Richard. *Son of Justin*. Dutton. \$3.

Mary Stack McNiff (*America*, May 28, 1955, p. 246) notes that "this is a book for those readers who listen as they read, who read with their ears. For here there is music—the bards have not vanished."

Waugh, Evelyn. *Officers and Gentlemen*. Little, Brown. \$3.75.

A sympathetic sequel to the author's *Men at Arms*.

White, Helen C. *The Four Rivers of Paradise*. Macmillan. \$3.50.

An impressive and interesting tale of early fifth century Rome.

Wilson, Sloan. *The Man in the Gray Flannel Suit*. Simon and Schuster. \$3.50.

A first novel depicting the struggle of a young business man caught between Mammon and his ideals.

Wohl, Louis De. *The Spear*. Lippincott. \$3.95.

The story of Longinus, the centurion, whose spear was used to pierce the side of Christ on Calvary.

JUVENILES

Armstrong, April Oursler. *Stories from the Life of Jesus*. Illus. by Jules Got-

lieb. Garden City Books. \$2.95.
Biblical stories adapted from Fulton Oursler's *The Greatest Story Ever Told* for the 10-12 year old.

Cartayne, Alice. *Twenty Tales of Irish Saints.* Illus. by Johannes Troyer. Sheed & Ward. \$2.75.
The old legends re-told for the 8-10 year old.

Darringer, Helen. *Like a Lady.* Illus. by Susan Knight. Harcourt, Brace. \$2.50.
Girls, 9-13, will like this story of Johanna Jones and her love for her mother.

Eifert, Virginia C. *The Buffalo Trace.* Illus. by Manning Lee. Dodd, Mead. \$3.
"The Story of Abraham Lincoln's Ancestors" for the older (10-14) group.

Heagney, Anne. *Simon o' the Stock.* Illus. by Beth Wilson. Bruce. \$2.
The 10-14 year old will enjoy this fictionalized biography of the medieval English Carmelite saint.

Hunt, Regina Victoria. *A Candle for Our Lady.* Illus. Bruce. \$2.
A story for the 10-14 year old about medieval England and a pilgrimage to the Shrine of Our Lady of Walsingham.

Montgomery, Rutherford G. *Amikuk.* Illus. by Marie Nonnast. World Publishing Co. \$2.75.
The adventures of Peter, and the sea otter, Amikuk. For the 10-14 age group.

Newcomb, Covelle. *The Broken Sword.* Decoration by Addison Burbank. Dodd, Mead. \$3.
The Story of Fray Bartolomé de Las Casas, the sixteenth century Dominican missionary to South America, written for the 14-year and older group.

Parish, Helen Rand. *Our Lady of Guadalupe.* Illus. by Jean Charlot. Viking. \$3.
A simple re-telling of the old story for the 8-12 year old.

Power-Waters, Alma. *The Story of Young Edwin Booth.* Illus. Dutton. \$2.75.
The biography of the great American actor, whose brother was Lincoln's assassin. For the 12-16 year old.

Reynolds, Quentin. *The Life of Saint Patrick.* Illus. by Douglas Gorsline. Random House. \$1.50.
A fictionalized biography for the 8-12 group.

Ripley, Elizabeth. *Rembrandt.* Illus. Oxford University Press. \$3.
His life and a description of his art for the junior-senior high school reader.

Ross, Anthony, O.P. *The Golden Man.* Illus. by Mary Taylor. Newman. \$2.
An adaptation of the *Golden Legend* for the 10-14 year old group.

Syme, Ronald. *Henry Hudson.* Illus. by William Stobbs. Morrow. \$2.50.
A biography of the noted explorer for the 10-14 year old.

Tunis, John R. *Buddy and the Old Pro.* Illus. by Jay Hyde Barnum. Morrow. \$2.50.
A baseball story for the 8-12 year old group.

Book Reviews

(Continued from page 380)

of reason, that is to say, by conceding reason priority over truth, has been a first and radical breach of contemplative objectivity."

The medieval infatuation was a healthy one—escaping the brooding fantasies that go with introspection. It, therefore, never became lost in the dimly-lit avenues of intellectual obscurity for its own sake, the anti-intellectual nihilism of searchers who are content to find nothing as the object of their search. It is the nature of an infatuation to hold its sufferer to an object even above and beyond reason. When the object is God and the infection is faith, there is a clear superiority to rationality—especially when the rationality has proved itself unable to keep itself straight.

The very atmosphere of truly Christian philosophy is unappreciated by those thinkers—both Catholic and secular—who are over-

whelmed by the liberal viewpoint discussed above. Their eyes are affixed on the secular studies as their own object. They see them fitted together, if they are fitted together at all, by a truth extraneous. How else to explain the fact they see theology and Christian philosophy as superfluities to the studies themselves, the fact they discount the value of a Christian philosophy in teachers who must explain the intricacies of literature, history, sociology, etc., to their charges.

To this outlook Maritain gives the final unanswerable answer: "When we declare that the Christian state of philosophy is a superior and privileged one, it is first and above all because in this state alone philosophy can fully recognize that truth is holy insofar as it is truth, and approach *holy truth* with a respect that is plenary and universal—with a respect that is so human in the highest sense of this word that its suprahuman origin must be acknowledged."

The thinkers who profess themselves intellectual humanitarians, are thus exposed as only dimly intellectual, and degradingly humanitarian. FRANK MORRIS

THERE ARE TWO SIDES TO INDUSTRIAL ARTS-VOCATIONAL PUBLISHING

New fields and needs demand new textbooks:

American Technical Society's Drafting: Giachino-Beukema

This book is custom-made to your specifications. Useful material, functional illustrations, stimulating format, and simple style make it a quality text.

A. T. S. Freehand Sketching: Giachino-Beukema

A "learn-by-doing" book. Sketching sectional views and auxiliary views, making multiview and pictorial sketches, lettering and shading are all taught.

Machine Shop Operations and Setups: Porter-Lawshe-Lascoe

This text is the result of a thorough research program which determined just what was needed and desired in the ideal book for up-to-date shop students.

Technical Books must be kept up-to-date:

Automotive Collision Work: Frazee-Bedell-Spicer

Now includes comprehensive refinishing section, from spot repairs to a complete paint job. Also covers cost estimating.

Fundamentals of Carpentry, Vols. I and II: Walt Durbahn

Written by an expert carpenter-teacher. The Dictionary of Carpentry Terms has been expanded to ninety-six pages. New material on regional variations and modern trends in home construction, and operation of a level-transit is included.

How to Estimate for the Building Trades: Townsend-Dalzell-McKinney

Incorporates four new sections on radiant heating, popular in modern construction. Contains a full set of working blueprints.

To receive a 30-day examination copy without obligation, please write:

AMERICAN TECHNICAL SOCIETY

Dept. W241, 848 East 58th Street, Chicago 37, Illinois

Audio-Visual Education

Students Complete INTENSIVE STUDY OF TRANSPORTATION

By Sister Mary Alcuin, O.S.B., St. Joseph's School, Moorhead, Minn.

THIRTY MEMBERS OF THE SIXTH GRADE CLASS taught by the author at St. Philip's Catholic School have received a sudden new awareness of Bemidji's importance to railroad, truck, air, and bus transportation.

They have recently completed a study of transportation. As part of the work, they covered their classroom with pictures which unfolded the story of how man has developed his means of getting about from the time of Joseph and his burro to the day of the jet plane and the atomic submarine.

Join Safety Crusade

Too young to join Gov. C. Elmer Anderson's traffic safety crusade as drivers, the youngsters contributed their prayers to it. Each morning at nine o'clock the class began its day by praying special for the safety of "Engineers and firemen, captains and first mates, bus drivers (with local and school bus drivers included by name), pilots, fathers driving to work and teachers driving to school."

The children divided the work of analyzing transportation from pre-historic times down to the present into units with a committee handling each unit.

Whip Crack and Away

Earliest times were covered in a series titled, "The Good Old Days." It started with earliest times and ended with the era of the horse—represented by a stage-coach picture the children had captioned, "Whip Crack and Away," with a pupil serving as chairman of the group.

"Ship A-hoy" showed ships of all sizes, not forgetting Hiawatha and his birch bark canoe, sketched by the chairman of this group.

Boy Furnishes Bus Photos of His Own

"Ride Our Bus Lines" featured the four inter-city lines serving Bemidji, the Bemidji City Bus Line and the school bus. Unlike other units, this one was not easy to illustrate with pictures clipped from various publications. The difficulty was solved by a young student, the son of a local photo studio proprietor and a promising amateur photographer in his own right. Enlargements of pictures that this boy took showed the buses that stop in Bemidji with the drivers beside them.

The young photographer also made pictures for other units which showed local fire trucks plus local and state

Primitive Transportation from the day of Joseph to Modern Transportation.



R.C. Allen

Visomatic

Makes teaching and learning easier!



VISIBLE, AUTOMATIC MARGINS — The easiest, fastest margin setting of all. Indicators show exact location on margin scale.

INTERCHANGEABLE PLATEN — Teach on the machine that gives you the "Quick-Switch" platen, that makes the Visomatic a specialized writing machine.

BALANCED LINE SPACING — Save miles of "reach" with one-space movement of the lever for single spacing; two-space movement

for double spacing; not . . . three-space movement for all spacings.

FINGERTIP KEYSER TAB CONTROLS — Conveniently placed on facing panel; instant, precision set and clear; simplifies tabulation required in all types of professional work.

ADJUSTABLE SPACING — Simplifies right margin justification and "error correction."

ALL THE "PROFESSIONAL" FEATURES — assuring a thorough preparation for the business world.

... PRICED AT A LOW,
LOW SPECIAL
SCHOOL PRICE!

R.C. Allen Business Machines, Inc.
678 Front Ave., N.W., Grand Rapids, Michigan

R.C. Allen Business Machines, Inc.

678 Front Ave., N. W., Grand Rapids, Michigan

EDUCATIONAL DEPARTMENT

Without obligation, please send me more information about the R. C. Allen Visomatic Typewriter.

NAME _____
SCHOOL _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____



A student dressed to represent the primitive times of transportation explains to a professor of St. John's University how modern transportation has improved farming methods.

highway police officers. This portion of the unit was also headed by an able chairman.

Railroad Cooperates Wholeheartedly

Railroad officials everywhere cooperated wholeheartedly with the committee on railroads, Sister Alcuin reported. Under the chairmanship of a student, this committee gathered a lavish collection of illustrated railroad facilities.

Through "Living in the Clouds," with another student as chairman, the story of airplanes was told, showing pictures from many publications and others taken by the local class photographer.

"Automotive Progress," under the direction of another student whose father worked in a local garage, showed the evolution of the horseless carriage into the super-sleek creations of today and employed numerous scale models of old-time autos.

Fire Department Loans Pictures

"Truck Transportation," also headed by a student

chairman, was notable for its use of big, brightly colored fire truck illustrations obtained through the courtesy of a number of fire departments. The Bemidji fire chief loaned other photos. It showed as well a complete panel of modern trucks.

The author can now state with full confidence that this unit on transportation proved very successful in arousing the students' interest so that they eagerly absorbed many facts they would not have learned. When they see a bus in their locality now, they know what kind it is, to which bus line it belongs, and its probable destination.

Much Incidental Learning

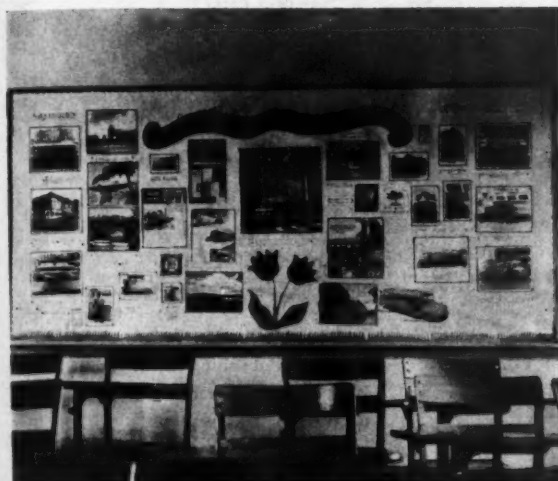
The unit provoked much incidental learning, such as writing business letters, invitations and thank you notes; making interviews, visiting the local airport, Great Northern and bus depots; organizing reports, making art sketches, arranging posters and display boards. As a part of their social development, these students became community minded and learned to contribute in



Evolution of the railroad system from the Minnesota William Crooks to the Vista Dome . . . Air service from the principle of the kite to modern flights.



Water transportation from the raft to the "Nautilus."



Displays of photographs, pictures, and clippings all related to the four local bus lines.

a constructive manner to the achievement of a group.

Best of all, this activity led the students to increase their outside reading and helped to make use of their leisure time, both potent factors in preventing juvenile delinquency.

As a culminating activity, the class presented a demonstration of the information acquired to fellow students and faculty members. A second demonstration was arranged by request for the annual meeting of the Diocesan Teachers' Organization.

On Our Cover: These eleven students of the journalism class of St. Mary's High School, Chicago, Illinois, are holding each her own family newspaper.

There was much human interest in the four-page papers which bore such titles as "Tadin's Tidings," "The Bogan Bugle," "The Tepley Telegraph," "The Pirolki Press," and "The Gillan Globe."

Each girl was responsible for the writing, make-up, typing, picture, and complete production of her own family newspaper.

Brother Remigius, C.F.X., is giving driver training tests to pupils at St. Xavier High School, Louisville, Kentucky.



**PRANG — HIGGINS — SPEEDBALL
— BINNEY & SMITH — WHATMANS
— STRATHMORE — TALENS —
SHIVA — PICKETT & ECKEL — VENUS
— DIXON — MANY OTHER LINES —
OVER 30,000 ITEMS**

Here is one source for all art classroom needs, from finger paints and rough paper to oils and Strathmore board. Whatever you want for art classes, you can buy it through Favor, Ruhl.

The world's favorite source of art supplies

FAVOR, RUHL & CO., INC.

425 S. WABASH AVE., CHICAGO 5, ILL.

Announcing . . .

4 Notable New Books

GRAPHIC SURVEY of AMERICAN HISTORY

By Philip Dorf. A superb new text in the idiomatic style which has made Dorf's books highly successful in countless classrooms. Concise, compact and fully up-to-date, it effectively guides study through a combined unit and chronological organization. There is abundant exercise material, numerous specimen Regents examinations and original cartoon visualizations.

Net, with Key: Paper \$1.00; Cloth \$1.80

GRAPHIC SURVEY of PHYSICS

By Alexander Taffel. This notable new text presents the essentials of elementary physics in a manner adapted to the interests and capacities of average students. Topics are presented in concise form, with emphasis on recent developments. Many diagrams in color, visualizations and challenging exercise material are included.

Net, with Key: Paper \$1.00; Cloth \$1.80

MY GROWTH in SCIENCE—

SEVENTH YEAR • EIGHTH YEAR

By William Lemkin. Two outstanding books designed for science instruction in junior high schools. These texts reflect the latest ideas regarding science teaching on this level. Drawings, diagrams and cartoons provide graphic interpretations of basic ideas.

Seventh Year—Net, Paper 60c; Cloth \$1.20

Eighth Year—Net, Paper 65c; Cloth \$1.44

Send for 40-page descriptive catalog.

OXFORD BOOK COMPANY

222 FOURTH AVENUE • NEW YORK 3

Noble's CATHOLIC SCHOOL WRITING SERIES

Now Used in
Catholic
Schools from
Coast to Coast



This popular writing series stresses
Catholic religious words and teachings

- Our Writing Book
(Manuscript Writing) 1A \$.50
Our Writing Book
(Manuscript Writing) 1B50
Our Second Grade Writing Book
(Transition to Cursive Writing)50
Our Third Grade Writing Book (Cursive Writing)50
Our Fourth Grade Writing Book50
Our Fifth Grade Writing Book50
Our Sixth Grade Writing Book50
Our Seventh Grade Writing Book50

EXAMINATION COPIES SENT UPON
REQUEST TO CATHOLIC SCHOOL
PRINCIPALS.

Order Now or Ask for Catalog CE.

NOBLE & NOBLE Publishers, Inc.
67 Irving Place New York 3, N. Y.



Stephen Lane Folger, Inc.

Est. 1882
Rings, Pins, Medals for COLLEGES,
SCHOOLS and HOSPITALS

JEWELERS

180 Broadway New York 38
Send for our free catalog

YOU CAN PUBLISH YOUR BOOK

Our experience in promoting books—
theological, scholarly, fiction and general
for religious, educational and lay markets
can help you. Write for free brochure.
We Can Publish Your Book, which describes
our cooperative publishing plan.

Exposition Press, Inc., Dept. E-334
396 Fourth Ave., New York 18, New York
in Calif.: 9172 Sunset Blvd., Hollywood 46

INDEX TO ADVERTISERS

Code No.	Page	Code No.	Page
1 Allen, R. C., Business Machines, Inc.	397	26 National Catholic Educational Association	352
2 Allen Silk Mills	344	27 Newman Press	393
3 American Seating Co.	373	28 Noble & Noble Publishers, Inc.	400
4 American Technical Society	395	29 Notre Dame Publishing Co.	Cover 2, 341
5 Americana Corporation ...	Cover 4	30 Oxford Book Co.	399
6 Association of American Railroads	350	31 Pentron Corporation	346
7 Audio Visual Research	400	32 Pflaum, George, A., Publishers, Inc.	381
8 Bell & Howell Co.	349	33 Sadlier, W. H., Inc.	342
9 Benziger Brothers, Inc.	387, 400	34 St. Michael's College	391
10 Beseler, Charles, Co.	351	35 Silver Burdett Co.	386
11 Continental Press, Inc.	392	36 Society for Visual Education, Inc.	346, 347
12 Dick, A. B., Co.	345	37 Wagner, Joseph, F., Inc. ...	387, 393
13 Dutton, E. P. & Co.	391	38 Warp Publishing Co.	390
14 Exposition Press, Inc.	400	39 Wilcox & Follett Co.	393
15 Farrar, Straus & Cudahy	389	40 Wrigley, Jr., William	348
16 Favor, Ruhl & Co., Inc.	399		
17 Fides Publishers	385		
18 Folger, Stephen Lane, Inc.	400		
19 Graymoor Friars	390		
20 Grolier Society, Inc.	376		
21 Harcourt, Brace & Co., Inc. ...	390		
22 Halverson Specialty Sales, Co.	392		
23 Lohmann, The E. M., Co.	382		
24 Marquette University	391		
25 Moore, E. R., Co.	384		

Index to Supplies and Equipment

SS&E 26 Earth Curved Relief Maps	346
SS&E 27 Heavy Duty Office Machine Stands	348
SS&E 28 One Pen, Two Inks	348
SS&E 29 Webcor School Tape Recorder ..	348
SS&E 30 New Equipment Combines Sight and Sound	348
SS&E 31 Safety Locking Mechanism For Wall Projection Screens	350

St. Mary Missal

America's Most Popular
St. Mary My Everyday Missal
and Heritage

- For Sundays and Everyday
- The Mass Complete
- Wealth of Prayers and Devotions
- Confraternity, Gospels
- Church History of 48 States
- 1382 Pages
- Pocket Size 4 x 6 1/2"

\$4.00 Cloth \$7.50 Gold Edge

\$8.75 Leather

At your bookstore or

BENZIGER BROTHERS, INC.

6-8 Barclay Street, New York 8, N. Y.

Benutzer 1.0. - Contents 2. - Contents 3. - Contents 4. - Contents 5.

NOW AVAILABLE

1955 Catholic Film Directory

SEND FOR FREE COPY

29 SALEM WAY, Dept. C.E.
Yonkers 3, N. Y.

Enclose 10c for Mailing
Telephone: Yonkers 9-5785

FASTER, BETTER READING



Easy to Use • Lowest Cost • Portable
RATEMETER electric reading accel-
erator, classroom or home use. Direct
reading rate calculator, 8 1/4" long,
2 1/4" lbs. Complete with study man-
ual, carry-case carton . . . \$35.00

AVR
Rateometer

EYE-SPAN TRAINER—Plastic Model to
improve visual speed, accuracy . . . \$7.50
practise items, manual, case . . . \$7.50

ADDIS VISUAL RESEARCH, Dept. K, 531 S. Plymouth Ct., Chicago 5

Service Department
The Catholic Educator
53 Park Place, New York 7, N. Y.

Service Coupon 26-6

Consult the INDEX TO ADVERTISERS or code number of product or service on which
you desire further information. Simply encircle the code number or numbers below and
mail this coupon.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

For more information on SCHOOL SUPPLIES and EQUIPMENT encircle below:

SS&E 26, SS&E 27, SS&E 28, SS&E 29, SS&E 30, ES&E 31

Name School
(Please print)
City Zone State